

History Grade 4

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Online:

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C O N N E X I O N S

Rice University, Houston, Texas

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Chapter 1

Term 1

1.1 How people lived in our environment¹

1.1.1 HISTORY

1.1.2 Grade 4

1.1.3 HISTORY BEGINS IN OUR ENVIRONMENT

1.1.4 Module 1

1.1.5 HOW PEOPLE LIVED IN OUR ENVIRONMENT

Do your own investigating. Let's pretend that we live in a town called Mountain Springs.

This town was not established overnight. First one or two houses were built, then someone opened a shop, then a church and a school was built. Eventually streets were constructed to connect the buildings. Gradually the town became bigger and bigger. It is called **development**!

1.1.5.1 Activity 1

1.1.5.2 To compile information about your town/city from a number of sources [LO 1.2, 1.3]

As a group you are now going to do some snooping about your town or school or home. You will have the opportunity to find sources from your environment, to use them and then compile a report on your findings!

A hint or two ...

- Plan your questions beforehand.
- Take notes. You may also use a tape recorder.
- Remember: people's memories are not always reliable – they do not always speak the truth. Therefore talk to different people.

The following questions will help you to find out how your town or city was established:

Who were the first people to live in the environment?

.....

How did they survive?

.....

.....

Who was the founder of the town?

.....

¹This content is available online at <<http://cnx.org/content/m25499/1.1/>>.

When was it established?

 Why was it established in that particular place?

 How old will the town be this year?

 Why did the town get its particular name?

 When did the first farmers arrive?
 What is the name of the oldest farm in the district?

 What present line of business (industry) is the largest or most important?

 Which street, place of worship, or school was the first to be built?

 How did the people of long ago make music?

 Which art forms remained intact?

 How did technology help to develop your town or city?

 What important events took place in your town?

 Which months of the year does your town have
 the highest rainfall?
 the lowest rainfall?

1.1.5.3 Activity 2

1.1.5.4 To obtain information from sources about your school [LO 1.2, 1.3]

Work in groups. Find out if your school has a school newspaper or other printed source in which the principal announces important events. Use this source to investigate the following questions, and write down your findings:

In which year was your school founded?
 How old is the school?
 Who was the founder of the school?
 Who was the first principal of the school?

 Which classrooms are the oldest in the school?

 In what way are they different from the new classrooms?

Get hold of photographs of people who attended school in the past. Use these sources to answer the following questions:

- Did the school uniforms change?
- Did the hairstyles change?
- Did the fashions of the teachers' clothes change over the years?

Conduct a few interviews with any of the older people who attended your school as children. Ask them the following questions:

- What means of transport did they use to get to school?
- How were their teachers?
- What was the discipline like in the school?
- Which subjects did they like and dislike?
- What stationery did they use?
- What sports and games did they play at school?

1.1.5.5 Activity 3

1.1.5.6 To obtain information from sources about houses [LO 1.2, 1.3]

(a) Benjamin and David are best friends and live in Mountain Springs. They often read each other's diaries. On the next page study the entries they made in their diaries, and also the photographs of their houses.

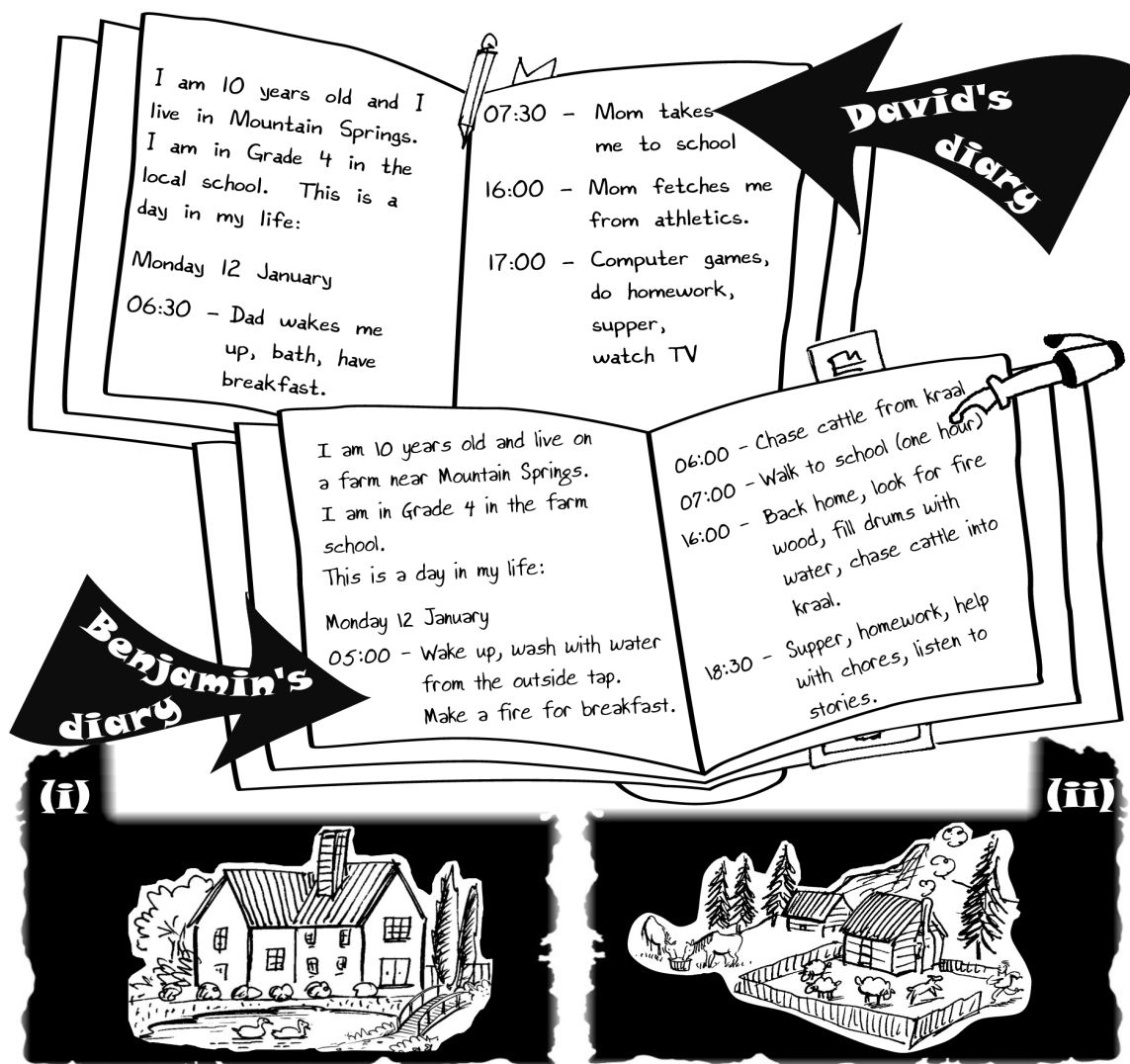


Figure 1.1

Look closely at House 1 and House 2. Does the right house suit the right person according to the diaries?

- The two houses have similarities and differences. Make a list of these.
- How do these houses compare to those in your neighbourhood?
- Why are peoples' houses so important?
- Draw a nice picture of your house.

The best way to judge buildings such as these houses is to ask specific questions about them and then write down the answers. Consequently you will find out more about buildings, and become aware of the similarities and differences between them! All you need is common sense, a pen and paper!

(b) Now use the following questions to find out more about the history of your house.

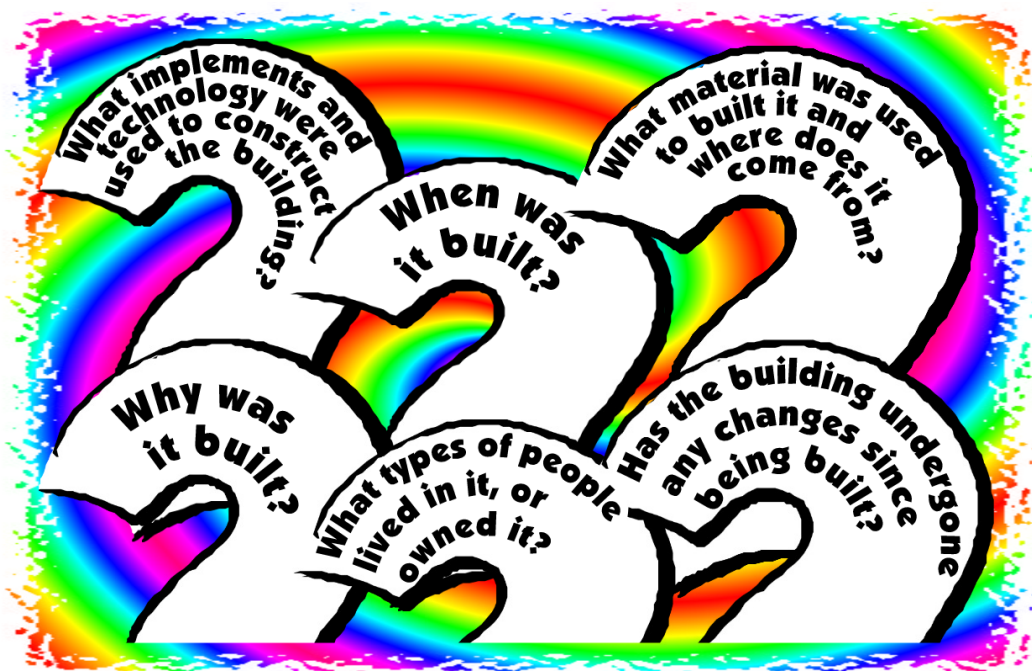


Figure 1.2

1.1.5.7 Activity 4

1.1.5.8 To write a report on how to obtain information from sources [LO 1.1, 1.2, 1.3]

Write a short report on the history of your town/city or school or home. You are welcome to include pictures, photographs and other sources.

1.1.6 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRY The learner will be able to use enquiry skills to investigate the past and present.

1.1.6.1 Assessment Standard

We know this when the learner:

- 1.1 works with sources: records and organises information from a variety of sources;
- 1.2 answers questions: uses information from sources to answer questions;
- 1.3 communicates answers: communicates knowledge and understanding in a variety of ways.

1.2 People in our environment who help other people²

1.2.1 HISTORY

1.2.2 Grade 4

1.2.3 HISTORY BEGINS IN OUR OWN ENVIRONMENT

1.2.4 Module 2

1.2.5 PEOPLE IN OUR ENVIRONMENT WHO HELP OTHER PEOPLE

1.2.5.1

1.2.5.2 In this unit you will have an opportunity to improve your detective and investigative skills!

1.2.5.3 Activity 1

1.2.5.4 To investigate the emergency services [LO 1.1, 1.2]

HERE ARE A FEW INTERESTING ASPECTS THAT YOU CAN INVESTIGATE IN THE MEANTIME.

²This content is available online at <<http://cnx.org/content/m25501/1.1/>>.

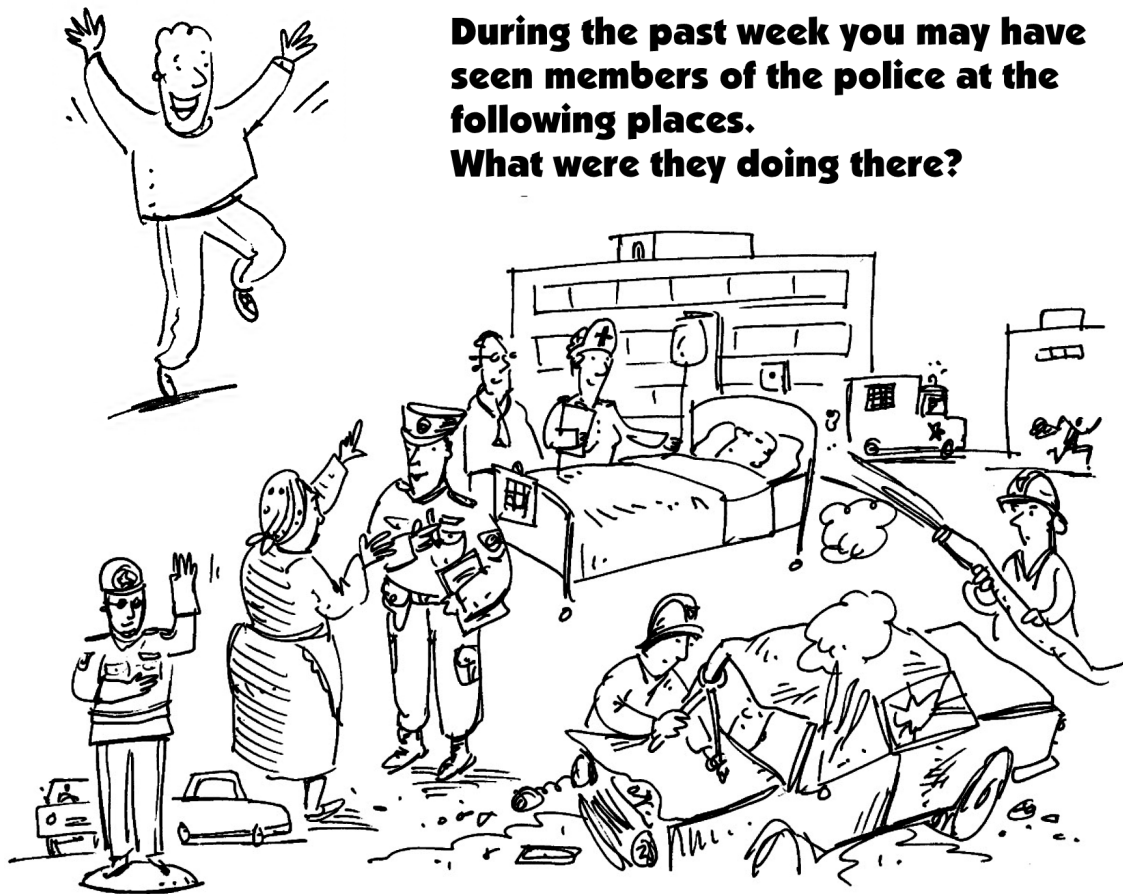


Figure 1.3

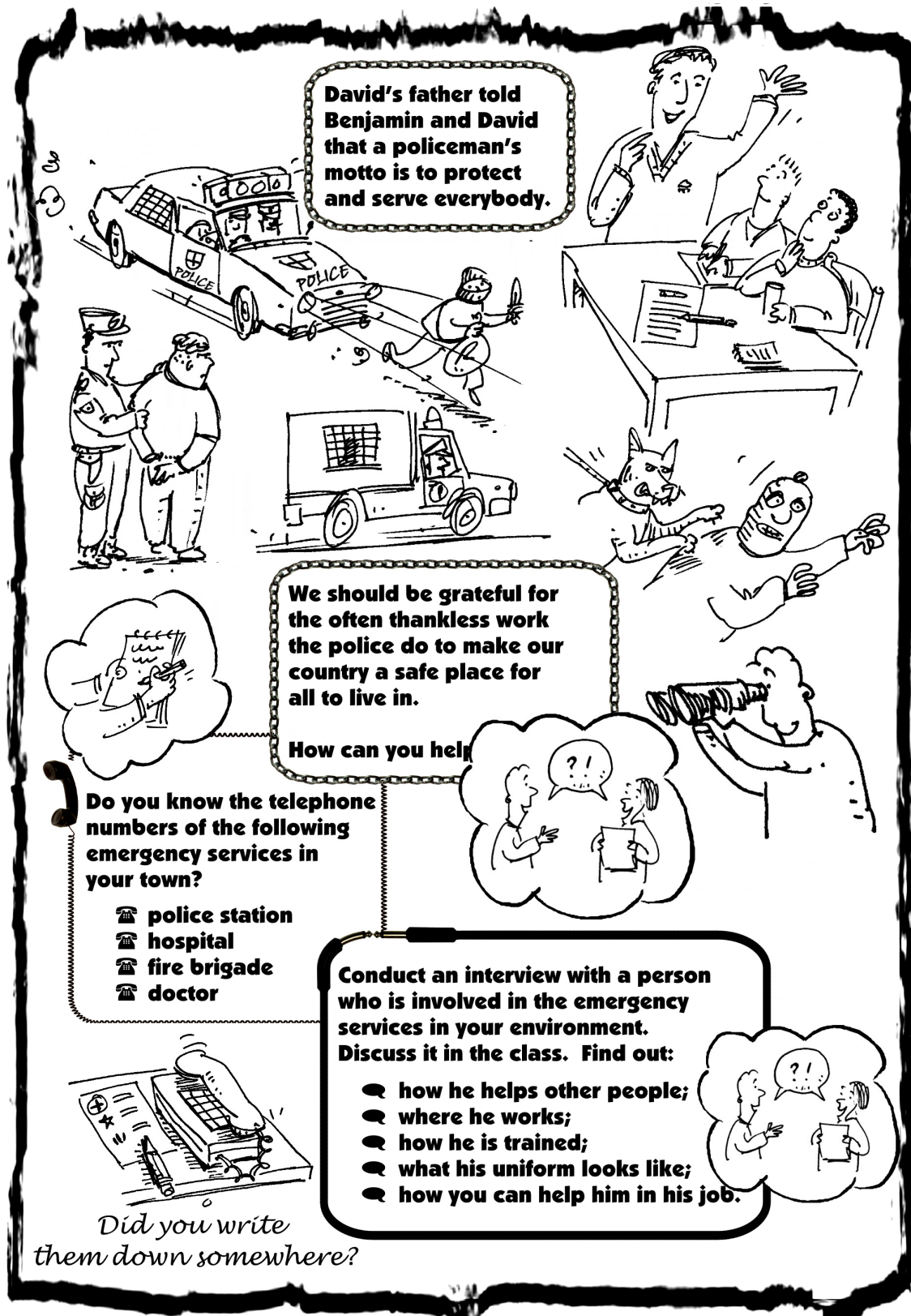


Figure 1.4

1.2.5.5 Activity 2**1.2.5.6 To investigate an unsolved case [LO 1.1, 1.2, 1.3]**

After having begged David's father, he reluctantly agreed to give the boys a pictorial and written source (document) of an unsolved case of a crime that had been committed in Mountain Springs. Seeing that you are a history detective, perhaps you can solve the case . . .



Figure 1.6

1.2.6 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRY The learner will be able to use enquiry skills to investigate the past and present.

1.2.6.1 Assessment Standard

We know this when the learner:

- 1.1 works with sources: records and organises information from a variety of sources;
- 1.2 answers questions: uses information from sources to answer questions;
- 1.3 communicates answers: communicates knowledge and understanding in a variety of ways.

1.3 It is time to really understand the environment³

1.3.1 HISTORY

1.3.2 Grade 4

1.3.3 HISTORY BEGINS IN OUR OWN ENVIRONMENT

1.3.4 Module 3

1.3.5 IT IS TIME TO REALLY UNDERSTAND THE ENVIRONMENT

1.3.5.1 Most probably time is the most important concept in History. If you have a thorough understanding of time, you will understand the past history of your environment so much better. The following activity will help you!

SNOOPING AROUND!

1.3.5.2 Activity 1

1.3.5.3 To offer causes and consequences [LO 2.3]

(a) Read the following instructions from Linda Goodman's letter on how to make a cushion.

- Is it clear to you which step she accidentally left out?
- What will the consequence be?

³This content is available online at <<http://cnx.org/content/m25502/1.1/>>.



Figure 1.7

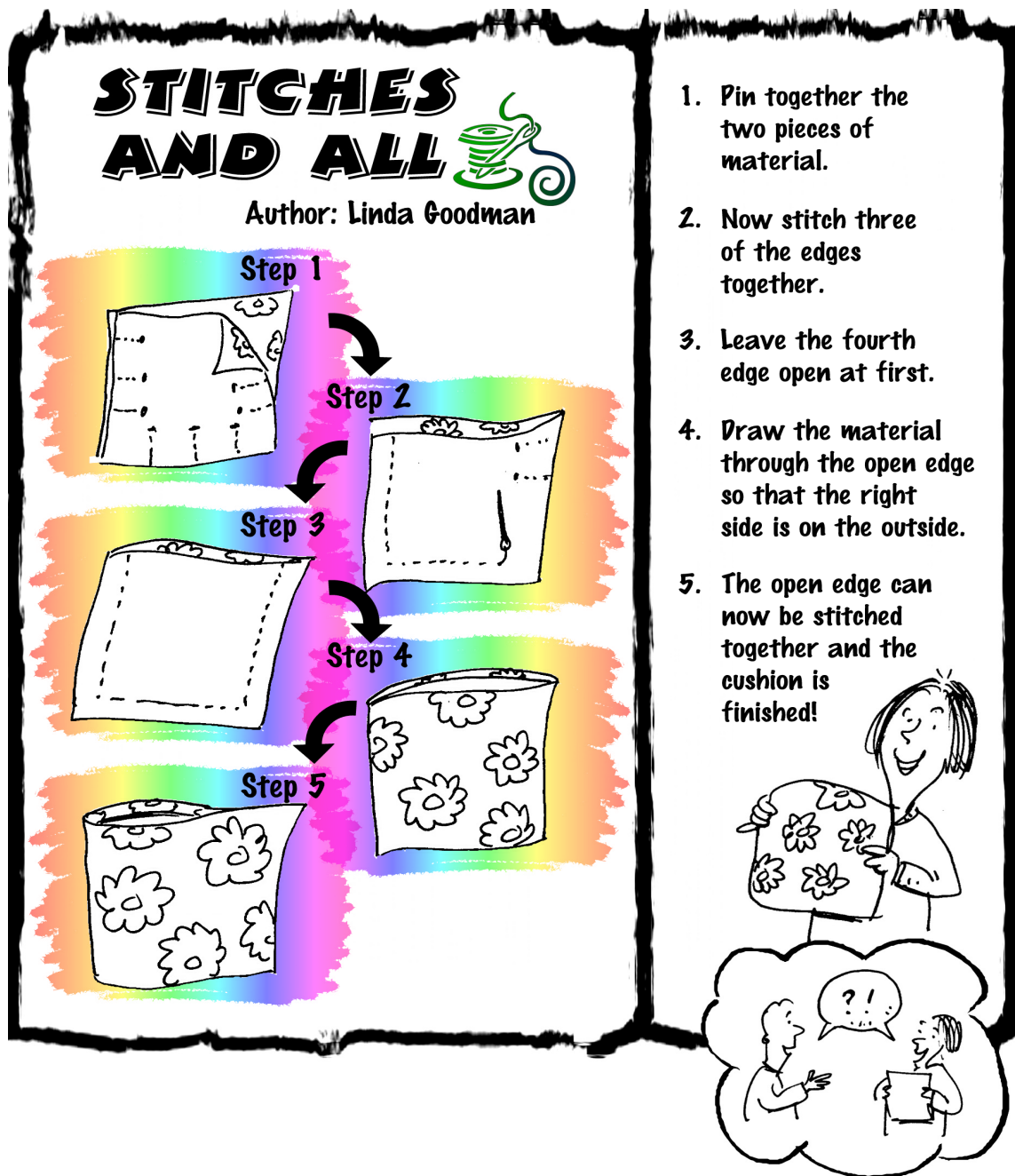


Figure 1.8

(b) Have a class discussion on what causes some people to be happy/unhappy in your environment? How does it affect the community (consequences)?

1.3.5.4 Activity 1

1.3.5.5 To distinguish between different periods [LO 2.3]

Grandma Sophia likes to draw. Over the years she has drawn a series of pictures of how Mountain Springs developed.

- First place the pictures in the right sequence.
- Which stage of the development would you have liked the least? Why?

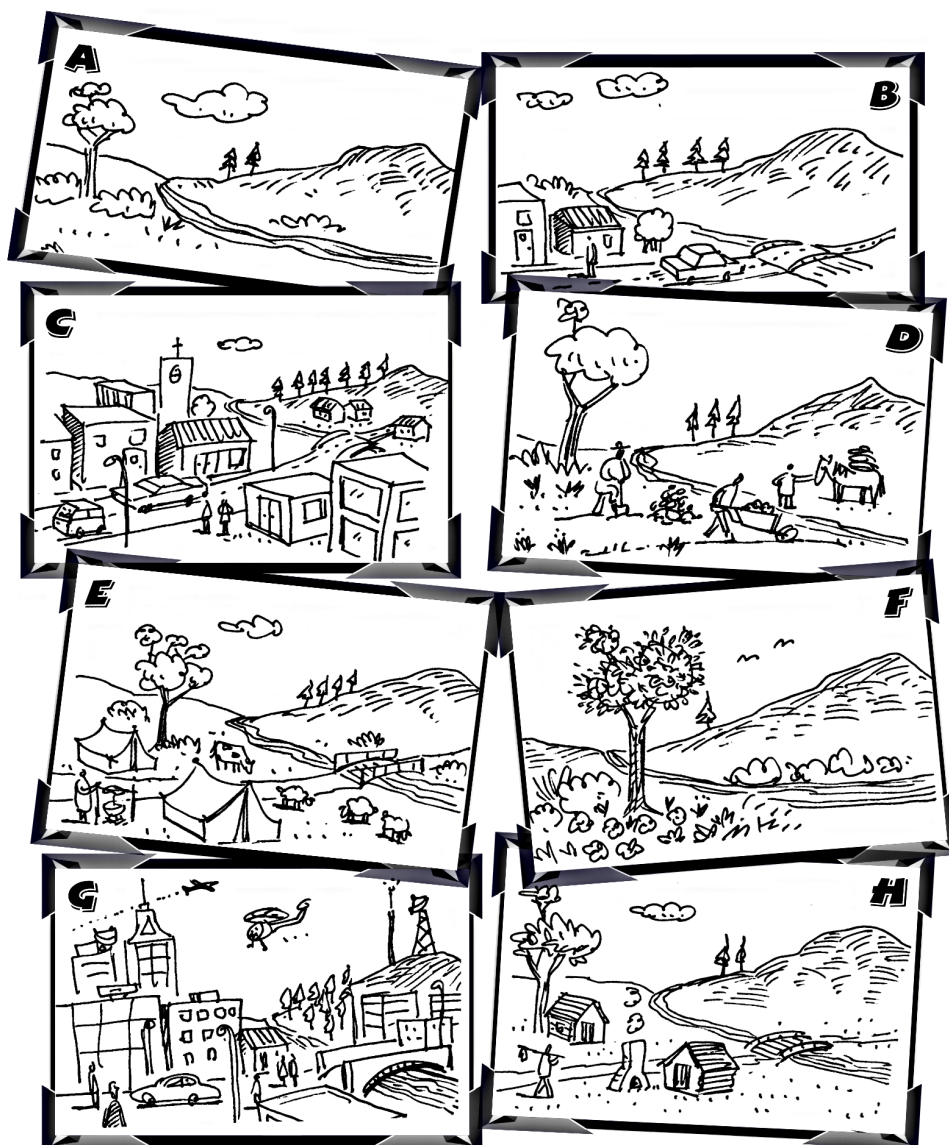


Figure 1.9

1.3.5.6 Activity 2

1.3.5.7 To understand time [LO 2.2]

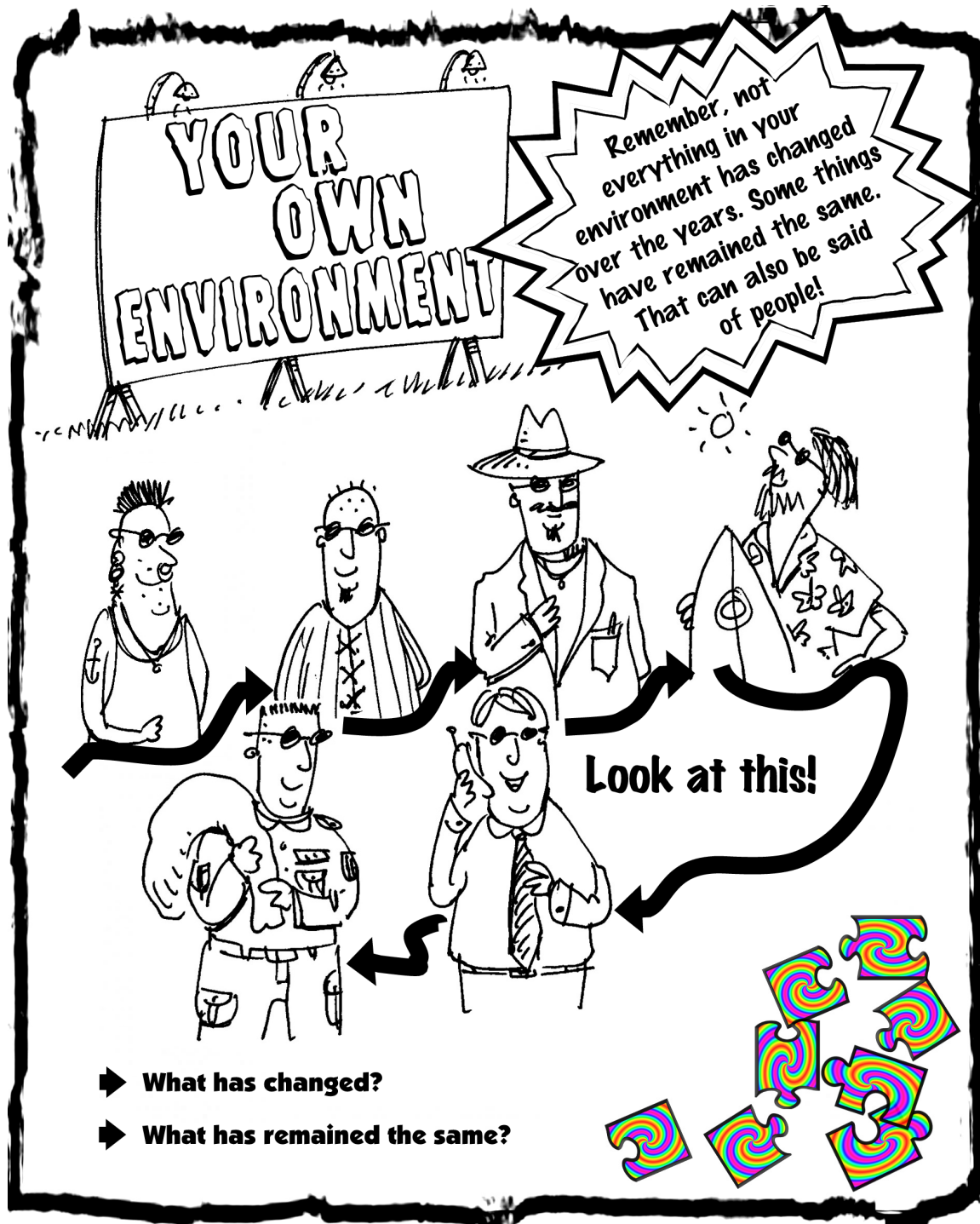


Figure 1.10

1.3.5.8 Assessment

LEARNING OUTCOME 2: HISTORICAL KNOWLEDGE AND UNDERSTANDING The learner will be able to demonstrate historical knowledge and understanding.

1.3.5.8.1 Assessment Standard

We know this when the learner:

2.2 cause and effect: gives reasons for and explains the results of actions of people in the past in a given context;

- similarity and difference: identifies similarities and differences between past and present ways of doing things in a given context.

1.3.5.9 Memorandum

- Must still be stuffed
- d, f, a, e, h, b, c, g
- (There are also other possibilities!)

1.4 People in our environment who became famous⁴

1.4.1 HISTORY

1.4.2 Grade 4

1.4.3 HISTORY BEGINS IN OUR OWN ENVIRONMENT

1.4.4 Module 4

1.4.5 PEOPLE IN OUR ENVIRONMENT WHO BECAME FAMOUS

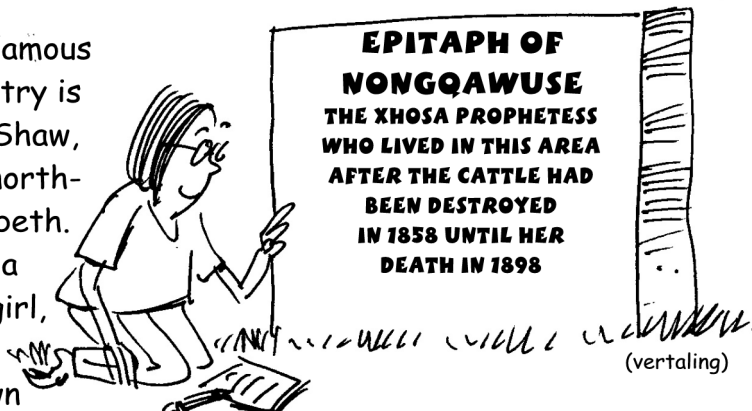
1.4.5.1 information about important people in our environment. We are going to inspect a tombstone near Port Elizabeth to find out more about a well-know girl. Then you are going to write your own research report.

(a) Read the following story about Nongquawuse and discuss the questions that follow, in class:

⁴This content is available online at <<http://cnx.org/content/m25503/1.1/>>.

NONGQAWUSE

One of the most famous graves in the country is on the farm Glen Shaw, near Alexandria, north-east of Port Elizabeth. It is the grave of a sixteen-year-old girl, Nongquawuse, who was well-known among her people.



In 1856 the Xhosa people already ceded much of their land to the Cape Colony. To set them back further, a terrible lung disease amongst the cattle, and an insect plague in the wheat, broke out.



Figure 1.11

When Nongquawuse went to the river one day, she heard voices talking to her from the reeds. The voices said that they must kill all their cattle and destroy the wheat. If they do that, two red suns will appear in the sky on a particular day. It will then become dark and a terrible storm will rage. All their enemies will disappear into the sea. Their ancestors will return again, and there will be cattle in abundance!



Most of the people believed her and they destroyed all their cattle and crops. When the promised day approached, nothing happened. Thousands of people died as a result of famine and poverty.



Still, her name lives on in a well-known saying "Uthetha njengo Nongquawuse." It means: "You do not talk about things that are not going to happen."

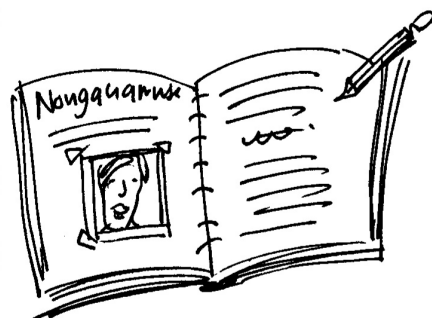


Figure 1.12

During which year did the tragic event take place?
 Under which tribe or nation did Nongqawuse work?
 What kind of work did she do?
 Why, do you think, did the people believe her story so easily?

 Was it an “impossible dream”?

 In which year did she die?
 What would you have written on her tombstone?

 Why are headstones erected on graves?

 What does RIP stand for on some graves?



Figure 1.13

1.4.5.2 Activity 1

1.4.5.3 To write a report (grave) [LO 1.3]

1.4.5.4 Find a tombstone of a well-known person who is buried in your environment. Find as much information as possible about him or her.

Include :

- his or her background
- factors that influenced his or her life
- his or her achievements
- the results of his or her work.

Write a short report on this person's life.

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1.4.5.5 Activity 2

1.4.5.6 To write a report (monument) [LO 1.3]

1.4.5.7 Find a monument in or nearby your town. Answer the following questions:

- In whose memory was it erected?
- When was it erected?
- If there is a memorial plaque, what does it say?
- Why are monuments important to people?

1.4.5.8 Find out as much as possible about his/her life so that you can compose a song about IT.



Figure 1.14

1.4.6 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRY The learner will be able to use enquiry skills to investigate the past and present.

1.4.6.1 Assessment Standard

We know this when the learner:

- 1.3 communicates answers: communicates knowledge and understanding in a variety of ways.

1.4.7 Memorandum

- 1858
- Xhosas
- Soothsayer
- Obedient to the forefather spirits, for the sake of prosperity
- 1898
- Rest in peace

Chapter 2

Term 2

2.1 Who are you?¹

2.1.1 HISTORY

2.1.2 Grade 4

2.1.3 PEOPLE WHO SERVED MANKIND

2.1.4 Module 5

2.1.5 WHO ARE YOU?

You are definitely the most important person in this module. Therefore you are going to begin by finding out more about yourself. We are going to work with oral sources especially. The following w-questions will help you gain knowledge about the past.

People (Who?) Place (Where?)

Time (When?) Event (What?)

Causes (Why?) Results (Where to?)

2.1.5.1 Activity 1

2.1.5.2 How to use questions to acquire information [LO 1.1]

Let us do a short exercise to help us understand how these w-questions work.

¹This content is available online at <<http://cnx.org/content/m25510/1.1/>>.



Figure 2.1

2.1.5.3 (a) Study the following excerpt about a well-known South African, Albert Luthuli, and answer the questions that follow.

ALBERT LUTHULI AND PEACE

Author: Zina S'bunzi

Albert Luthuli lived in South Africa from 1898 to 1967. He was a Zulu chief and also a leader of the ANC until the government banned the movement in 1960. He was sent into exile in 1959. Albert Luthuli was awarded the Nobel Peace Price in 1960.




Figure 2.2



- 🔑 Who is the article about?
- 🔑 What did he do?
- 🔑 Where did he do it?
- 🔑 When did he do it?
- 🔑 Why did he do it?
- 🔑 Where did his conduct lead?
- 🔑 What other questions can you ask?



.....
(b) Get hold of another source which has more information.

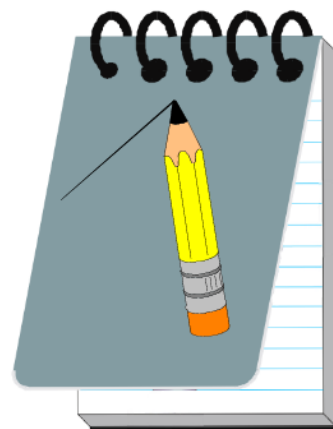


Figure 2.3

2.1.5.4 Activity

2.1.5.5 To acquire information about yourself and to ask questions about yourself [LO 1.1]

2.1.5.6 (a) Acquire information about yourself by asking the following questions.



Figure 2.4

- **Where** (place) were you born?
- **Who** (people) is your best friend? **Why**?
- **What** do you want to become one day?
- **Why** (cause) do you live here?
- **Where to** (consequences) is the development in your environment leading?

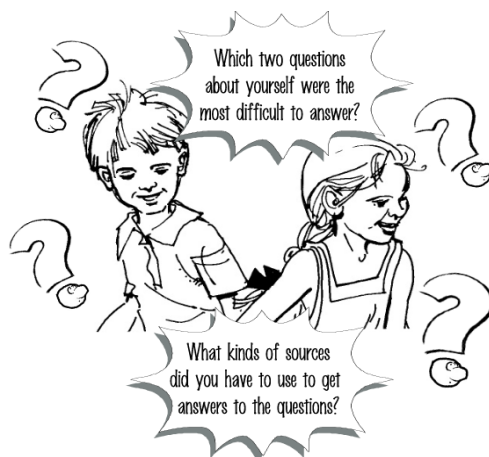


Figure 2.5

When (time) were your parent(s) born?

2.1.5.7 Think of three more questions.

2.1.5.8 (b) Write a brief report about yourself, including pictures or drawings.

In the following learning unit you are mostly going to work with written sources about your family and relatives.



Now that you know how to gather information, you must learn how to use it properly - in other words, how to write it down. The following learning units are going to enable you to write down the information **CLEARLY** and **LOGICALLY**.

Figure 2.6

2.1.6 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRY The learner will be able to use enquiry skills to investigate the past and present.

2.1.6.1 Assessment Standard

We know this when the learner:

- 1.1 works with sources: records and organises information from a variety of sources.

2.1.7 Memorandum

(Various possibilities)

- (a) Albert Luthuli (1898 – 1967)
Wins Nobel Prize for Peace (1960); ANC leader (1952 – 1960)
South Africa, abroad (since 1959)
Resistance against apartheid
Exiled from country

2.2 Your family and relatives²

2.2.1 HISTORY

2.2.2 Grade 4

2.2.3 PEOPLE WHO SERVED MANKIND

2.2.4 Module 6

2.2.5 YOUR FAMILY AND RELATIVES

2.2.5.1 You like history, because it is all about people and the past. All people, including you and your family, have their own family history.

2.2.5.2 Activity 1

2.2.5.3 To acquire information from different sources [LO 1.2]

The family you belong to is important to you.

- What is a family?
- Talk to a friend about your thoughts.



Figure 2.7

First we are going to do two exercises on how to use sources on family history. The following will help you to understand family sources.

- Be familiar with all the forms of address of the different members of a family.
- The symbol = means to be married.
- These lines indicate the children of a married couple.

2.2.5.4 Activity 1

2.2.5.5 How to use sources on family history [LO 1.2]

2.2.5.6 What is:

- the name of her brother?
- the names of her parents?
- the name of her aunt?
- the name of her sister?
- the names of her grandparents?

²This content is available online at <<http://cnx.org/content/m25511/1.1/>>.

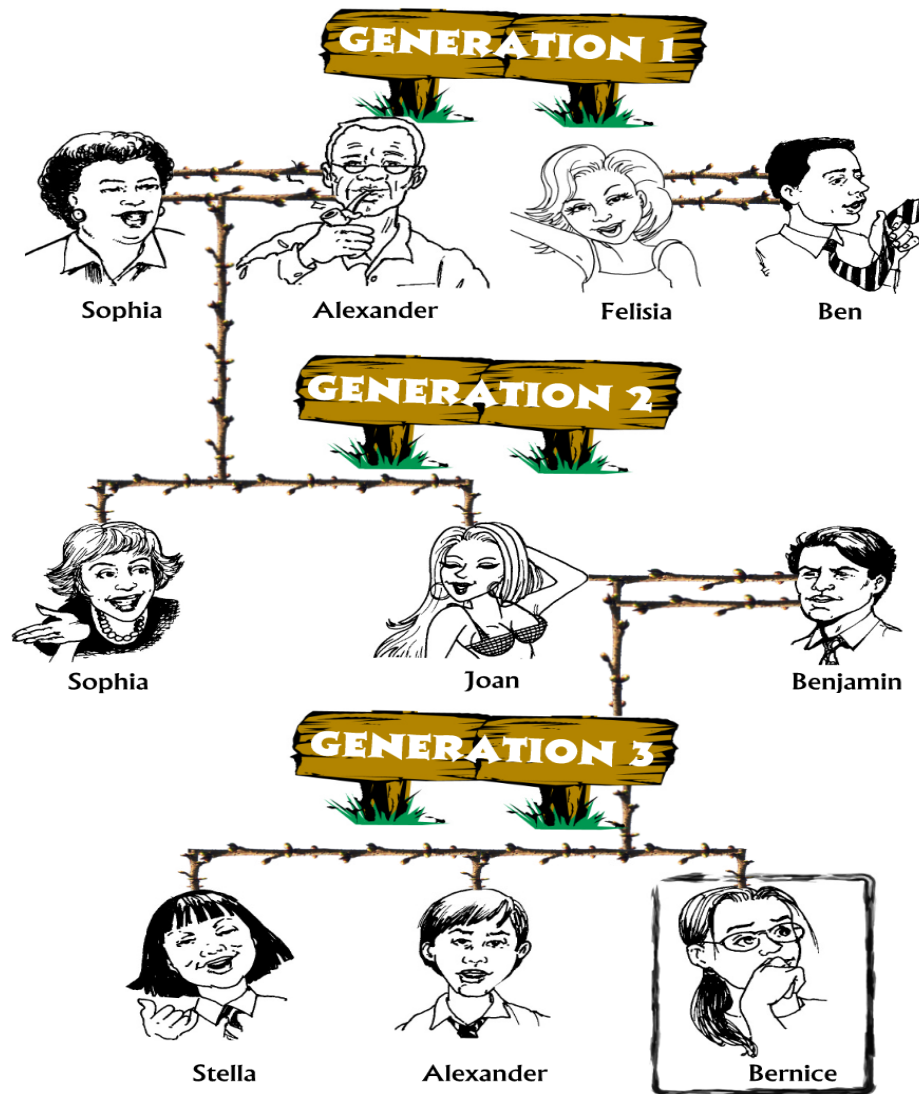


Figure 2.8

2.2.5.7 Activity 2

2.2.5.8 To determine a family's history with the help of clues [LO 1.2]

These four people are members of the Jantjies family, two brothers and two sisters. You have been a friend of the family for many years.

2.2.5.9 Try to establish the history of the Jantjies family with the help of certain clues. Draw the table below in your exercise book and use the clues that follow to fill in the missing dates.

	BEN	FELISIA	ALEXANDER	SOPHIA
BORN
MARRIED
DIED

Figure 2.9

CLUES TO USE

Figure 2.10

- Alexander was born in 1898.

- Sophia was born 5 years after Alexander.
- Ben was born 6 years after Sophia.
- Felisia was born 7 years before Ben.
- Felisia got married 30 years after Sophia was born.
- Alexander died 10 years after Felisia got married.
- Ben got married 38 years after Felisia's birth.
- Sophia was married for 19 years before Ben got married.
- Alexander got married 1 year after Sophia.
- Felisia died 40 years after Ben got married.
- Sophia died 1 year before Felisia died.
- Ben died in the same year as Alexander.

The following two exercises will help you to use the story of your family history.

2.2.5.10 Activity 3

2.2.5.11 How to use sources to tell the story of your family history [LO 1.3]

2.2.5.12 (a) COLLECT the names of your own family and try to compile your own FAMILY TREE with the help of sources!



- (b) Complete the following interview with one of your relatives who has an interesting job!

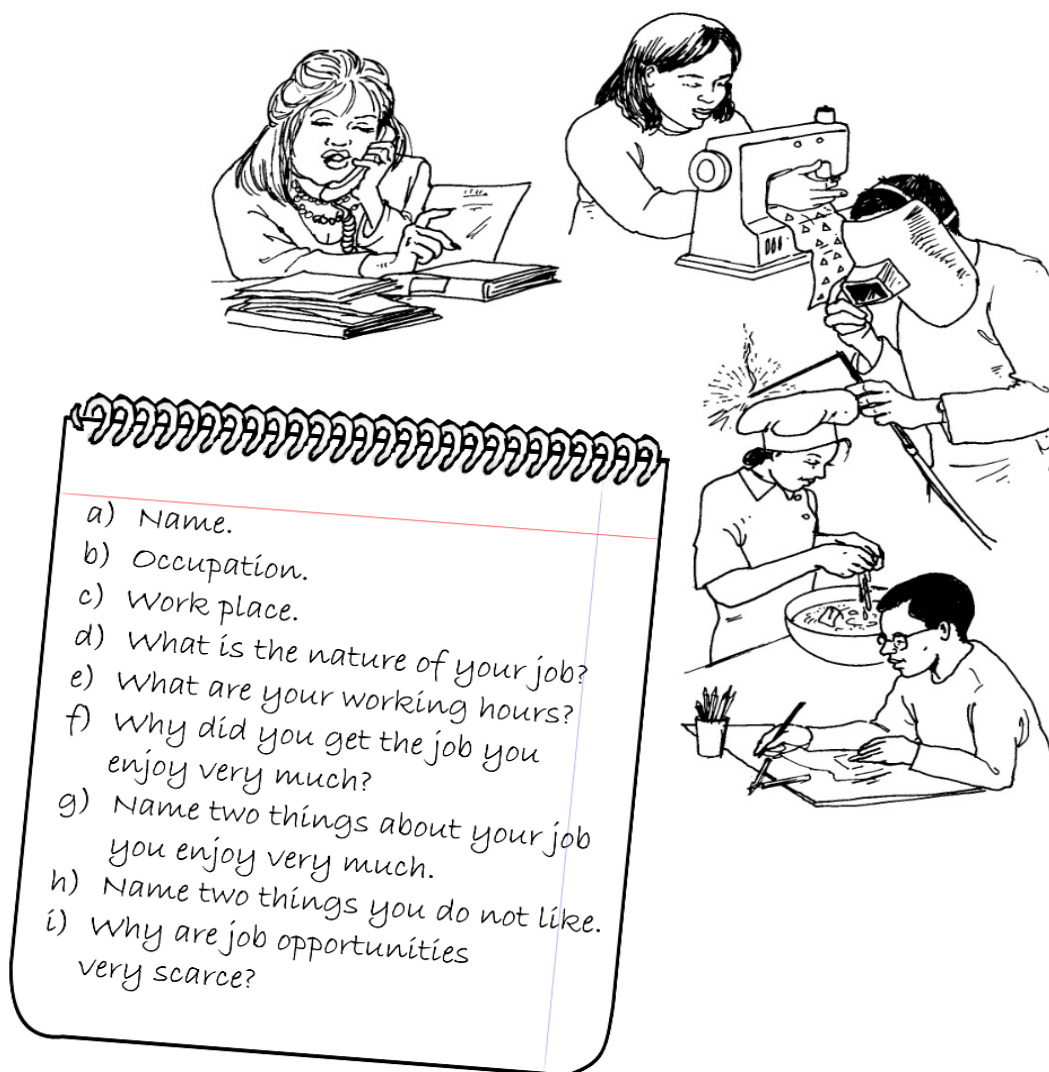


Figure 2.11



(c) To conclude, you can have a great group discussion about your family! Think about how these members of the family help one another and share your thoughts with a friend.



Discuss the influence that your **FAMILY** has on your life



In the next learning unit you are going to learn how to acquire information about other people from written sources.

Figure 2.12

2.2.6 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRY The learner will be able to use enquiry skills to investigate the past and present.

2.2.6.1 Assessment Standard

We know this when the learner:

- 1.2 answers questions: uses information from sources to answer questions;
- 1.3 communicates answers: communicates knowledge and understanding in a variety of ways.

2.2.7 Memorandum

- (a) Alexander
Joan and Benjamin
Sophia
Stella
Sophia and Alexander
(b)

	Ben	Felisia	Alexander	Sophia
Born	1909	1902	1898	1903
Married	1940	1933	1922	1921
Died	1943	1980	1943	1979

Table 2.1

2.3 Getting to know other people³

2.3.1 HISTORY

2.3.2 Grade 4

2.3.3 PEOPLE WHO SERVED MANKIND

2.3.4 GETTING TO KNOW OTHER PEOPLE

2.3.5 Module 7

2.3.5.1 Activity 1

2.3.5.2 To acquire information from different sources [LO 1.2]

2.3.5.3 Ten written documents on the life of a soccer player from Durban, Joe Green, are presented on the following pages.

- You will find that certain documents are more usable than the others.
- Therefore it will be necessary to compare the different sources with one another.

³This content is available online at <<http://cnx.org/content/m25512/1.1/>>.

- Ask your teacher if you do not understand or need more information.



A SNOOPY TASK

Use the information provided by the following documents to tell an oral story about the life of Joe Green. Then write a short story on his life.

Assignment!



EXTRA!!!

Durban Gazette

1 July 1993

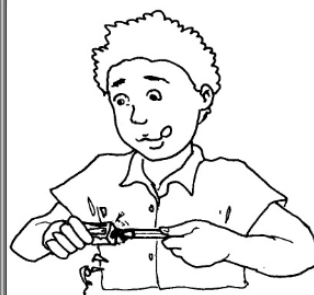
The life of Joe Green

Author: Thys Nel

STRIKE AT HOTEL IN DURBAN

A group of workers have been conducting a sit-in strike for the past two days at the local Beach Boys Club. They are striking for better wages. Two of the workers, Joe Green and M. Afrika, were taken into custody temporarily for questioning. Apparently they have been intimidating two other workers.

Source A



EXTRA!!! Durban Gazette
3 February 1993

ROBBERS FLEE WITH R1 000

An elderly couple was robbed by three men of R1 000 at an autobank in Smith Street late last night. The alleged robbers left the scene of the crime in a white station wagon. The police are on the look out for J. Green who was recognized by one of the bystanders at the scene of the crime.

Source B

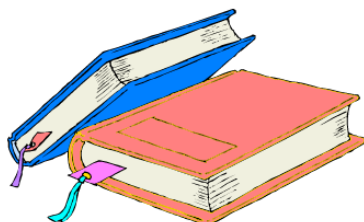
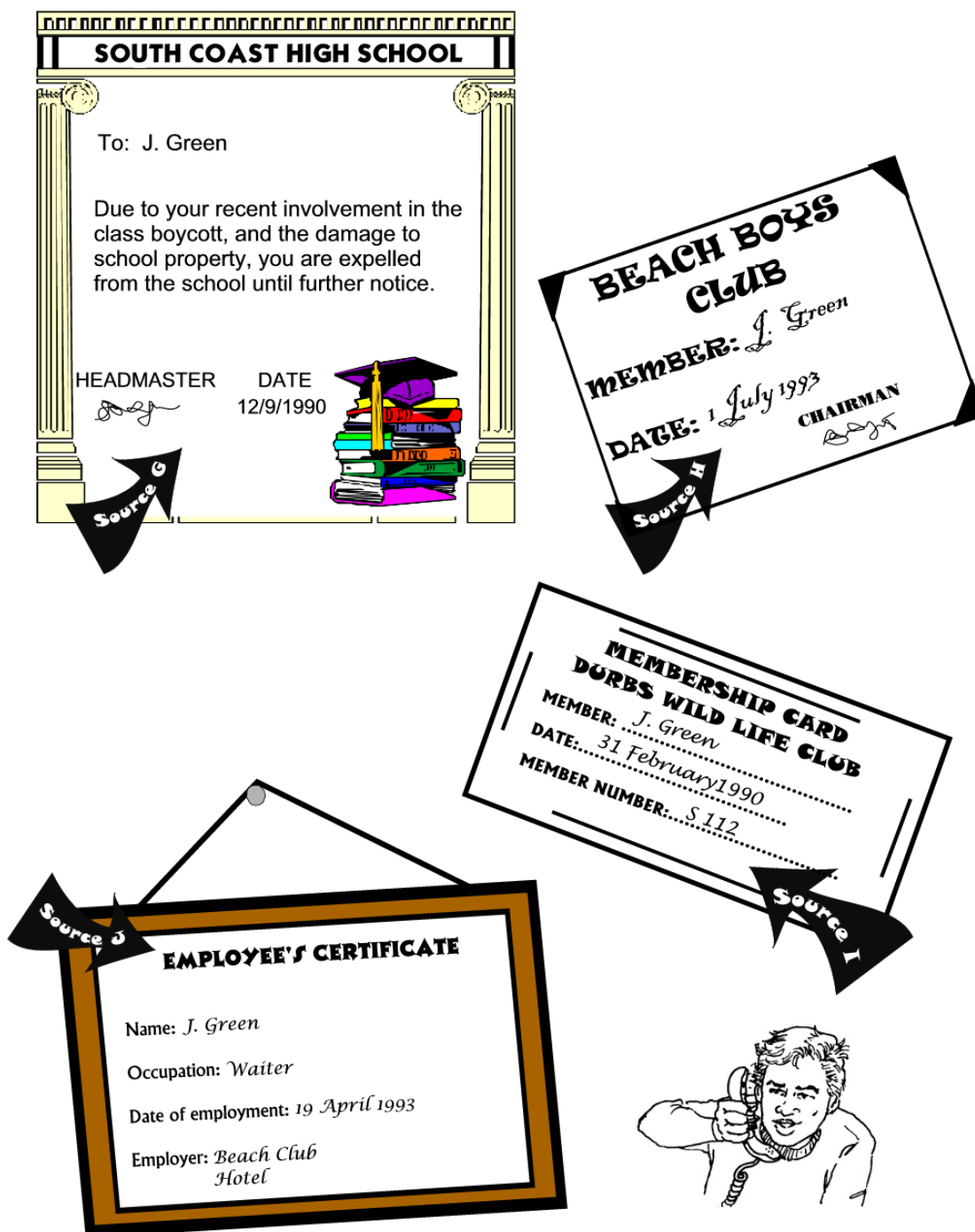


Figure 2.13



Figure 2.14



..... A clever detective must be able to investigate AND understand sources.
 In the next learning unit I am going to help you how to understand
 information, in order to get the THRUTH.

Figure 2.15

2.3.6 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRY The learner will be able to use enquiry skills to investigate the past and present.

2.3.6.1 Assessment Standard

We know this when the learner:

- 1.2 answers questions: uses information from sources to answer questions.

2.3.7 Memorandum

The following facts can be used:

Date	Event
20-04-74	Born in Durban.
20-04-81	Receives a soccer ball from parents when he went to primary school.
31-02-90	Becomes member of Durbs Wild Life Club in high school.
12-09-90	Expelled temporarily from high school after a class boycott and vandalizing property.
01-01-91	Applies unsuccessfully for a position at the Sea Rescue Institute after completing high school.
01-04-91	Jailed for theft (until end of 1992).
03-02-93	Eyewitness to autobank robbery in Durban.
19-04-93	Works as a waiter at the Beach Club Hotel.
01-07-93	Appointed chairman of the Beach Boys Club, Durban.

Table 2.2

2.4 Adam Small⁴

2.4.1 HISTORY

2.4.2 Grade 4

2.4.3 PEOPLE WHO SERVED MANKIND

2.4.4 Module 8

2.4.5 ADAM SMALL

A glimpse at the life of Adam Small, one of South Africa's best-known poets.

⁴This content is available online at <<http://cnx.org/content/m25514/1.1/>>.

2.4.5.1 Activity 1

2.4.5.2 To study sources and to determine whether the information is an opinion or a fact [LO 3.2]

Fact: That which can be proved Opinion: Someone's opinion

2.4.5.3 (a) Study the following sources and say whether the statements that follow are OPINIONS or FACTS.

2.4.5.4 Source 1

Thus I was born in Afrikaans at Wellington in the Cape, but was carried as a child in my mother's arms to Robertson on the other side of Bain's Kloof. There I stayed till I was about eight years old in the loneliness of Goree of those times; a small community just outside of Robertson. This is where we had moved to just after my birth. My father, a lonely teacher and always a leader, but never leader of the pack, became "sir" to all those beautiful and dusty heart-sore children and their parents... the farm labourers of the Goree area. Close to where the Rooiberg wines originate, where the Breede River flows through the Boland.

It was there, then, that I got to love this planet, more specifically our own South African earth, and even more specific the red-orange soil of Goree, for the first time also through the language my father taught me, Afrikaans. He was my first, and certainly the best teacher I had. Afrikaans, the language of that red-orange soil, the orange earth.



Figure 2.16

(Translated from: *Die Burger*, 29 August 1991)

2.4.5.5 Source 2

By Goree het my pa my 'n lei en griffel in die hand gegee en gesê skryfHy't geglo dis werk hy was immers meester registerhouer van die skool en scriba van die kerk. Dit was nagmaaltyd by Goree (ons praat op Engels van communion). You see, it is going to be Eastertime and Mamma, who had adopted Pappa's faith,

Nederduitse Gereformeerde Sendingkerk well, she has to bake some bread. For the Easter service . . . To thank God. Nagmaal . . . Communion.

2.4.5.6 Source 3

Adam Small was born in Wellington on 21 September 1936. He spent his first nine years in Goree, on the outskirts of Robertson. Thereafter he went to Heathfield, Cape Town. His primary education was within the context of the reformed church, but his secondary schooling was Catholic. He became a student at the University of Cape Town in 1954 and obtained a B.A. degree in 1956 and an Honours degree in philosophy in 1957. He then studied abroad for a few months. He became a lecturer at the University of Fort Hare and later became a lecturer at the University of the Western Cape. After an interruption he is once again back at the latter university.

(From: *Groot Verseboek*)

a) Source 2 is Adam Small's account of his own life.

b) Source 1 **should** indicate precisely for what length of time Small lived at Goree.

c) Source 1 is **closer** to the truth than source 2.

d) Source 3 supplies the **true** facts.

e) Source 1 indicates that Small's father was a headmaster.

f) Source 3 proves that Adam was born in Wellington in 1936.

2.4.5.7 More brainteasers for you!

- 312 Which source indicates that Adam Small attended **church** while in secondary school? (colour in)
- NOYES Can you deduct from any source whether Small chose to speak Afrikaans rather than English? (colour in)
- Which **fact** from source 1 **corresponds** (is the same as) **with** source 2?
- What would anyone who is interested in **Robertson** learn from source 1? (Talk to your friend about this!)
- 321 Which source would you use if you wanted to tell your teacher more about Adam Small? (colour in) Why?
- What do you **admire** (like very much) about Adam Small?

2.4.5.8 Design your own comic-strip (6 blocks) in which you talk about the place where he grew up. (Use a blank page)

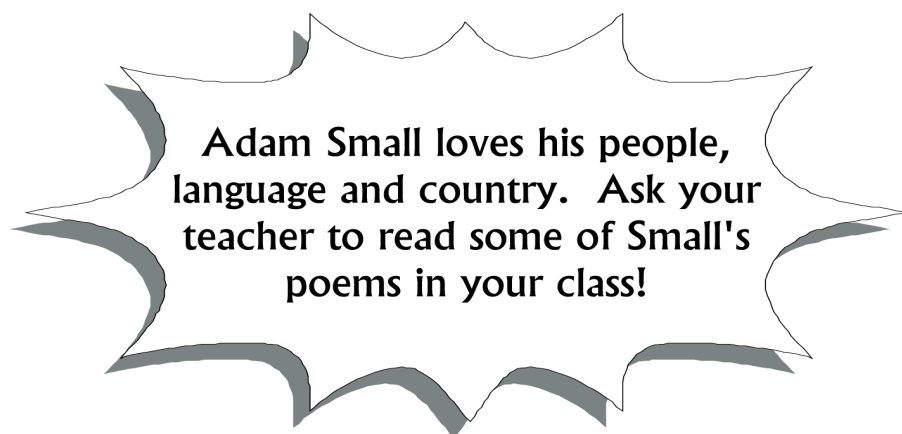


Figure 2.17

2.4.6 Assessment

2.4.7 LEARNING OUTCOME 3: INTERPRETING HISTORY

The learner will be able to interpret aspects of history.

2.4.7.1 Assessment Standard

We know this when the learner:

3.2 Distinguish between fact and opinion:

- be familiar with the question “How do we know?” as well as the answers to the question;
- understand that contemporary sources can differ from what will be written at a later stage;
- understand and make deductions from documentary as well as actual source material.

2.4.8 Memorandum

(a) All the statements are opinions. (Learners could argue that certain statements could be opinions!)

Chapter 3

Term 3

3.1 A brief history of sea transportation¹

3.1.1 HISTORY

3.1.2 Grade 4

3.1.3 HOW TRANSPORT HAS SERVED MANKIND

3.1.4 Module 9

3.1.5 A BRIEF HISTORY OF SEA TRANSPORTATION

Ships from Europe have sailed round the southern tip of Africa since before 1500 – do you remember Diaz and Da Gama?

In 1652 people from the Netherlands under the leadership of Jan van Riebeeck founded a victualling station at the Cape. Dutch sailing ships had large sails that could make excellent use of wind for sailing.

Much development has taken place since that time. Nowadays most large ships are moved by means of powerful engines.

¹This content is available online at <<http://cnx.org/content/m25517/1.1/>>.

3.1.5.1 Activity 1

3.1.5.2 To find the differences between the past and the present [LO 2.3]

3.1.5.3 a) Can you indicate five items that do not match the period shown in the previous sketch by marking them?

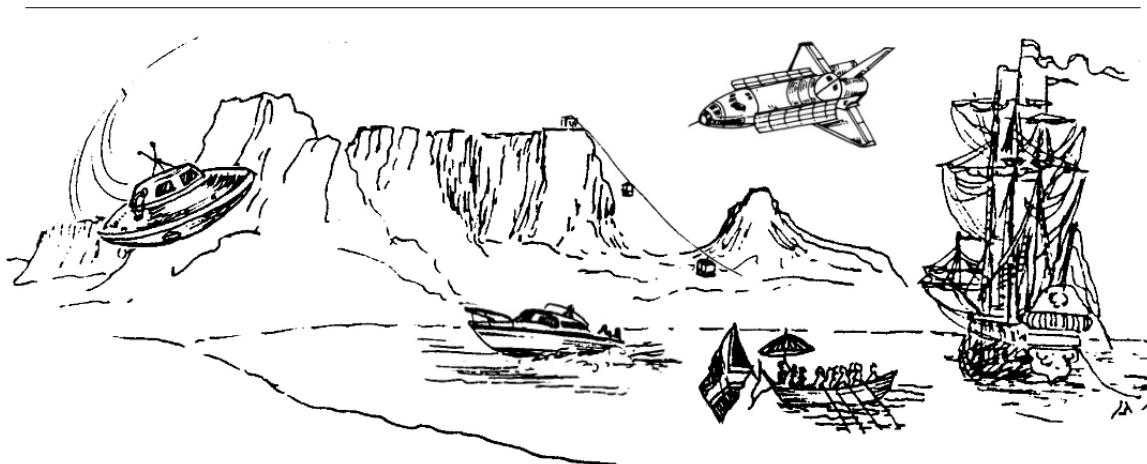


Figure 3.1

3.1.5.4 b) Are you able to identify the following ships?

Steamship	Fishing	Tugboat	Yacht
boat	Passenger	Oil
ship	Cargo boat	tanker.....	
.....			

Table 3.1

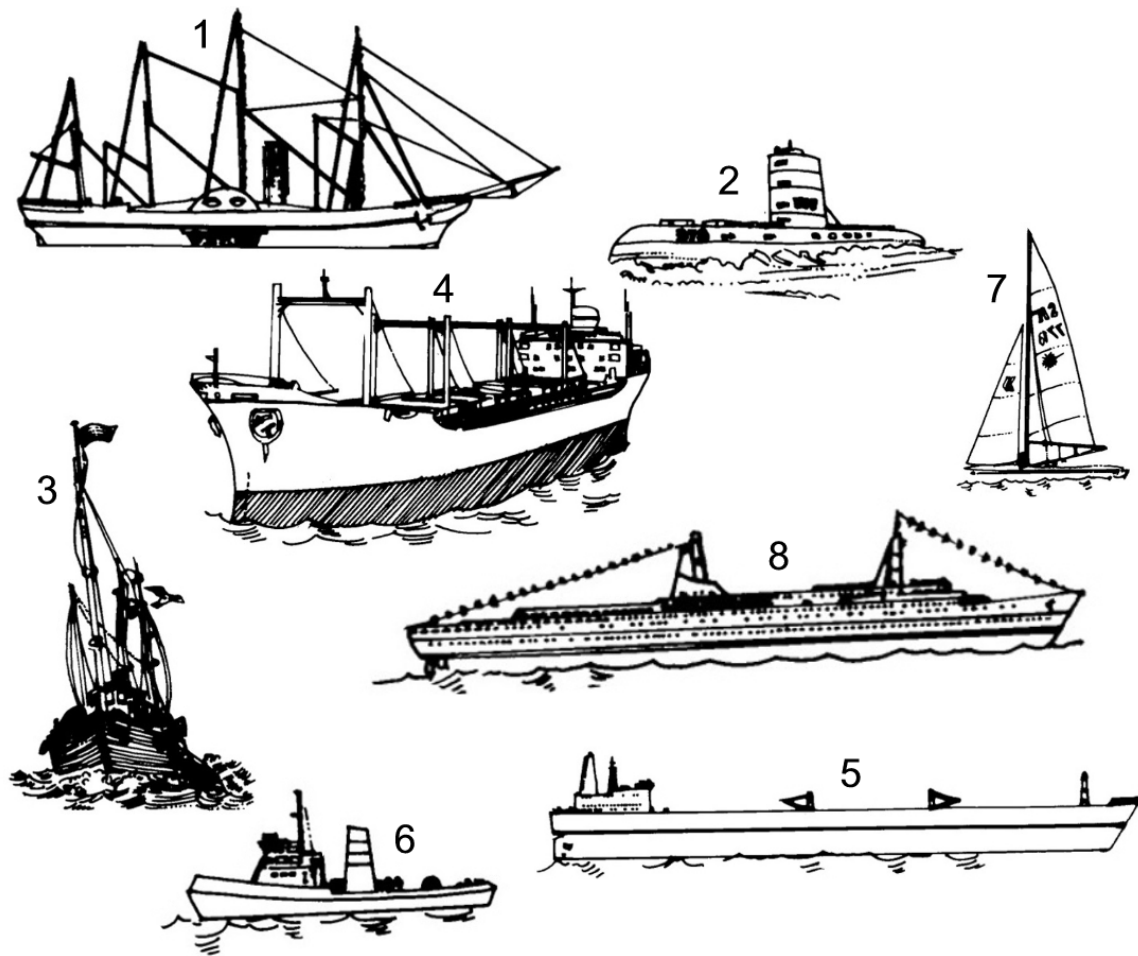


Figure 3.2

3.1.5.5 c) The Cape sea route became more and more important after 1652. Why was this?

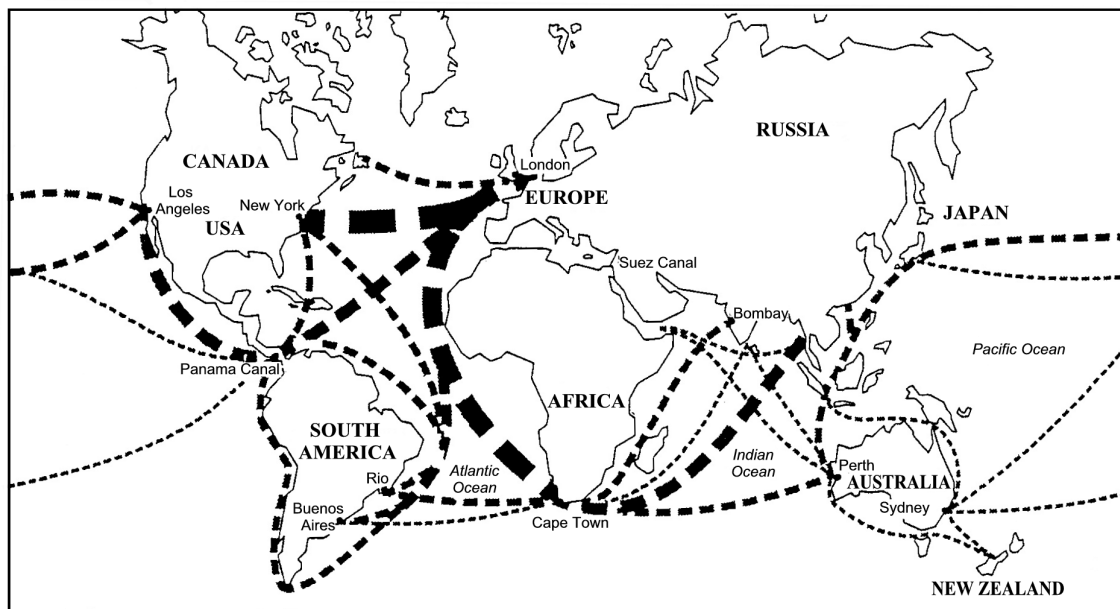


Figure 3.3

Ocean routes of the world (The thickness of any line corresponds to the tonnage that is transported.)

3.1.5.6 d) Read the wonderful story of a famous sea adventurer.

Refer to an atlas and ask your educator to help you trace Thor Heyerdahl's voyages.

Write a letter to a friend telling him or her about the adventures of any other famous pioneer – male or female – that navigated the seas. What can you learn from this person?

3.1.5.7 Thor Heyerdahl

The Norwegian scientist and adventurer Thor Heyerdahl was born in Larvik, Norway, on 6 October 1914. He became famous because he undertook a successful sea voyage on a raft, the *Kon-Tiki*, which made of balsa wood. (This is a strong but very light kind of wood.) He and his five crewmembers undertook this voyage in 1947 and crossed the Atlantic Ocean from Peru to Polynesia in 97 days. The Polynesian islands are approximately 2 000 km from Peru and lie to the north of New Zealand. The raft was built like those of the ancient Incas and was named after the Polynesian god *Tiki*. Heyerdahl wanted to prove that the original inhabitants of Polynesia had come from Peru in South America – not from Asia. He believed that they had been able to undertake such long sea voyages.

The course of his successful voyage was described in his book *Kon-Tiki*, of which more than 20 million copies have been sold. A film that was made in 1950 and which tells the story of this epic adventure later won an Oscar!



Figure 3.4

Heyerdahl gained public attention again on 17 May 1970 when he and a crew of seven completed a voyage across the Atlantic Ocean in a 12-metre long boat made of papyrus. This boat was called *Ra-2* and was built by Indians from the vicinity of Lake Titicaca in South America where this type of boat is used.

Thor Heyerdahl wanted to prove that the ancient Egyptians had reached the Americas long before Columbus, and that they therefore had had a considerable influence on the American Indian civilization. Heyerdahl's voyage from Morocco in North Africa to Barbados, an island in the Caribbean Sea (960 km away) took about 57 days. Historians did not regard this voyage as important. But Heyerdahl and his crew made use of the opportunity to take samples of seawater to provide proof of the degree of oil pollution that was present in the Atlantic Ocean.

Thor Heyerdahl built a reed boat, the *Tigris*, with the help of South American Indians from the Lake Titicaca region and completed the distance sailed in the *Ra-2* in both directions from 1977 to 1978. The evidence that he gathered of the increase in the oil pollution of the ocean was so shocking to him that he burnt his boat in protest.

During the 1980s, Thor Heyerdahl became more and more involved with campaigns against pollution.

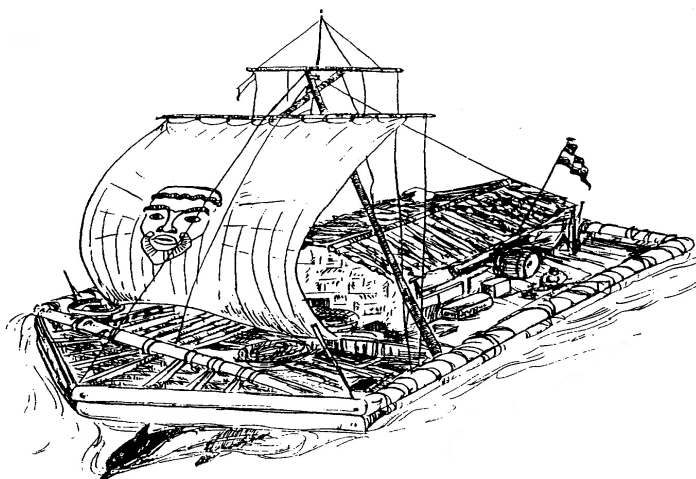


Figure 3.5

3.1.6 Assessment

LEARNING OUTCOME 2: HISTORICAL KNOWLEDGE AND UNDERSTANDING The learner will be able to demonstrate historical knowledge and understanding.

3.1.6.1 Assessment Standard

We know this when the learner:

- similarity and difference: identifies similarities and differences between past and present ways of doing things in a given context.

3.1.7 Memorandum

- Flying saucer, space shuttle, cable car, motorboat, rowing boat with flag.
- 1, 3, 8, 6, 5, 7, 4 (2 is a submarine).
- Centrally situated for different sea-routes – especially for trade.

3.2 Road transport and its early development²

3.2.1 HISTORY

3.2.2 Grade 4

3.2.3 HOW TRANSPORT HAS SERVED MANKIND

3.2.4 Module 10

3.2.5 ROAD TRANSPORT AND ITS EARLY DEVELOPMENT

This learning unit tells the incredible history of the development of road transport.

3.2.5.1 Activity 1

3.2.5.2 To understand chronological time [LO 3.3]

3.2.5.3 a) Work with a partner to see whether you are able to arrange the illustrations of vehicles used through the ages in their correct chronological sequence.



Figure 3.6

²This content is available online at <<http://cnx.org/content/m25526/1.1/>>.

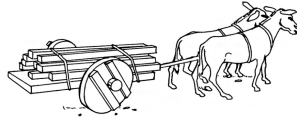


Figure 3.7

2

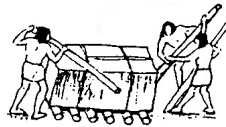


Figure 3.8

3



Figure 3.9

4



Figure 3.10

5

3.2.5.4 b) Which similarities and differences do you notice when you compare the remarkable Formula One racing car and the first car that had gears?



Figure 3.11

First motorcar with gears



Figure 3.12

Formula One racing car

We'll be doing more exercises that involve time later in the module.

3.2.5.5 Activity 2

3.2.5.6 To use your sources [LO 1.2]

The San, Khoina and Bantu-speaking peoples lived in our country many years ago.

The San walked to find water for drinking, plants for eating and animals to hunt. They therefore usually carried their possessions with them.

The Khoina and the Bantu-speaking peoples kept cattle. Sometimes they used the animals for transportation. They also used the cattle for trading.

3.2.5.7 Investigate these groups and write notes for a class discussion on how they contributed to making transport easier.

c)1. Name the different kinds of transportation shown in (a), (b) and (c). Decide on a caption for each picture.

.....

2. What is carried or transported by the people in each of the pictures?

.....

3. How do you think each of these groups would cross a river?

.....

4. Who is able to transport:

- more goods during a single day?.....
- fewer goods during a single day?.....

5. What was used to make the means of transport that is illustrated in (c)?
.....
6. Which of these means of transport are still in use?.....
.....
.....

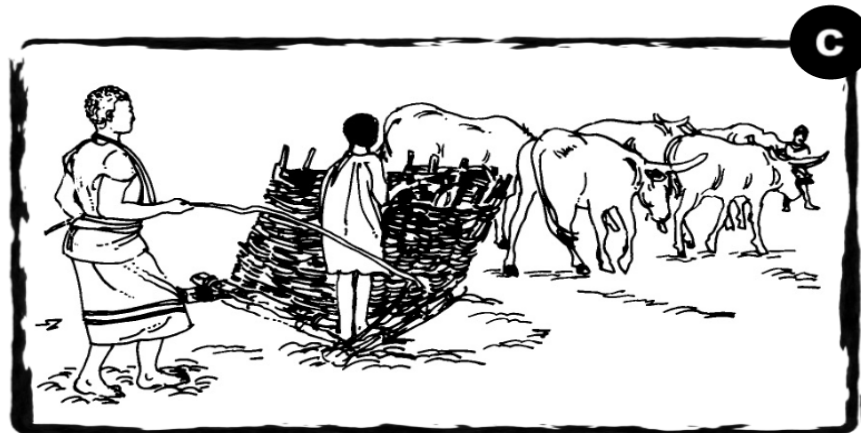
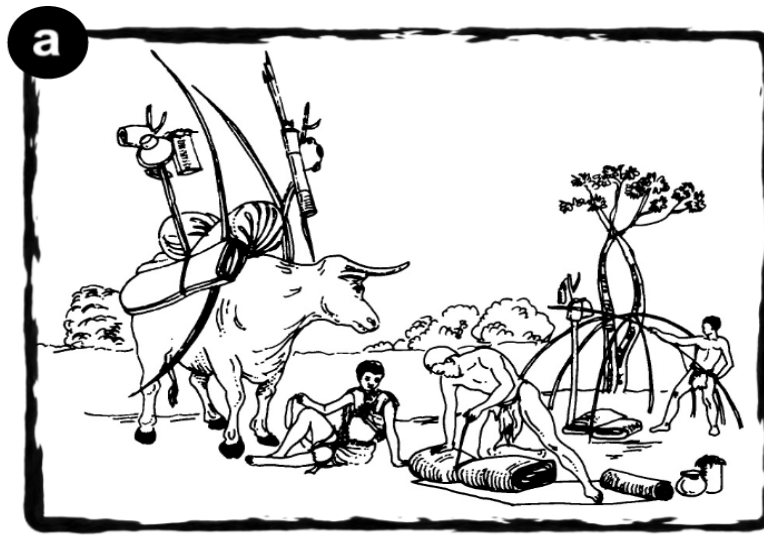


Figure 3.13

3.2.5.8 Activity 3**3.2.5.9 To recreate the past [LO 3.3]**

People from the Netherlands who came to our country later brought very different means of transport with them. Horses, carts, wagons and slaves were common in the villages of the time. Cattle farmers in particular also used ox wagons.

3.2.5.10 d) Examine this sketch drawn by Granny as a group and answer the questions that follow:

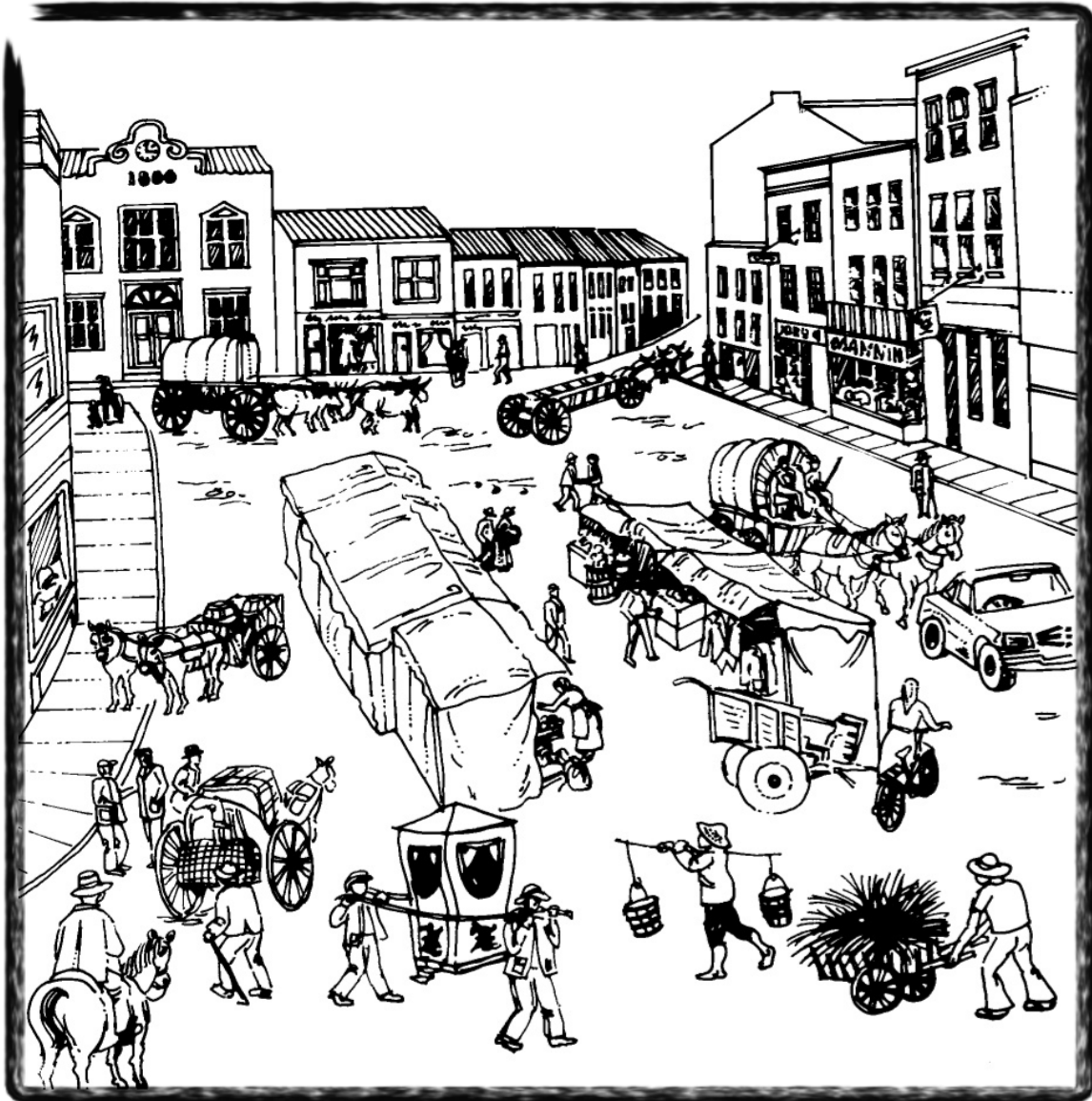


Figure 3.14

The town square in Dogsville towards 1800.

1. What led to the invention of the wheel and what were the results of this invention?
2. How many means of transportation can you identify in this picture?
3. Which of these kinds of transport are in use in your town?

4. So why are some of the people in the picture walking?
5. Why is the slave carrying goods from a pole balanced across his shoulders?
6. What do you notice concerning the window of the sedan chair? What is the reason behind this design?
7. How have we adapted the handcart and wheelbarrow for contemporary use?
8. Why do the wagons have such large wheels?
9. What is the most prominent difference between the two kinds of ox wagon?
10. Can you see how Granny has confused the present and the past?
11. Which means of transport would you prefer to use?



Figure 3.15

3.2.5.11 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRY The learner will be able to use enquiry skills to investigate the past and present.

3.2.5.12 Assessment Standard

We know this when the learner:

- 1.2 answers questions: uses information from sources to answer questions.

3.2.6 LEARNING OUTCOME 3: INTERPRETING HISTORY

The learner will be able to interpret aspects of history.

3.2.6.1 Assessment Standard

We know this when the learner:

- reconstructs the past: able to write, draw and present a narrative about the historical stories that they have heard.

3.2.6.2 Memorandum

- 5 3 2 1 4
- Similarities: has wheels.

needs a driver, etc.

Differences: streamlining, speed, power, etc.

c) 1. ox walk/carry sleigh of branches

2. Own answers.

3. Own answers.

4. Most: c Least: b

5. Wood.

6. Probably all three.

d) 1. Causes: comfort, speed.

Results: Buses, cars, bicycles, roller skates, gears, occupations, roads, etc.

- 10 (Ox-wagon, hooded cart, bicycle, motor car, horse, horse-cart, sedan chair, bearers, coach, pushcart).
- Own answers.
- Own answers.
- Balance better than when carried by hand.
- Curtain – could be opened (more privacy, especially for ?
- Wheelbarrow.
- Get into motion faster.
- One has a canopy, the other is open.
- Motorcar and bicycle do not fit.
- Own answers.

3.3 The development of road transportation to the present³

3.3.1 HISTORY

3.3.2 Grade 4

3.3.3 HOW TRANSPORT HAS SERVED MANKIND

3.3.4 Module 11

3.3.5 THE DEVELOPMENT OF ROAD TRANSPORTATION TO THE PRESENT

In time, it became necessary to build good roads for carts and wagons in and around Dogsville.

³This content is available online at <<http://cnx.org/content/m25530/1.1/>>.

3.3.5.1 Activity 1

3.3.5.2 To use your sources [LO 1.2]

The main street of Dogsville in 1930 . . .

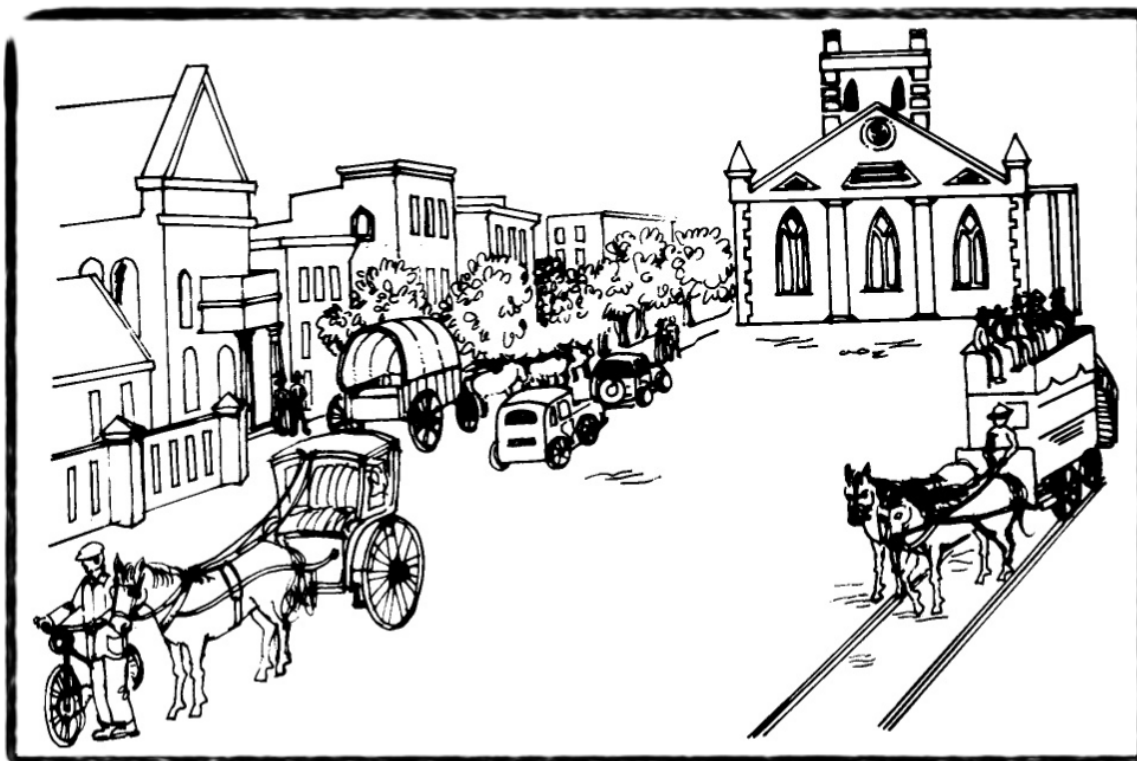


Figure 3.16

3.3.5.3 a)Examine the sketch that is provided and answer the questions about the pictures that are given above:

1. How many different vehicles can you identify?

.....

1. Which vehicles are still in use in your environment?

.....

1. Why could horses pull a train running on a track more easily than one running along a road?

.....

1. What made it possible for the different kinds of vehicles to move?

-
1. How were roads built in the past?
-

1. Which means were used to cross mountains and rivers?
-

1. What equipment is used to build roads in your environment?
-

3.3.5.4 Interesting Facts

The German Carl Benz built a motorcar with a petrol-driven engine in 1885. Its top speed was about 18 km per hour! Grandpa says that the first car to arrive in our country was imported in 1897. Cars were not built in factories on a large scale in South Africa at the time. Each one was built individually for some person who was wealthy enough to buy it. In time, however, less expensive cars like Grandpa's Model T Ford were built in factories.



Figure 3.17



Figure 3.18



Figure 3.19

3.3.5.5 Activity 2

3.3.5.6 To differentiate between different eras [LO 2.3]

3.3.5.7 a) Talk about how transportation has developed since the early times that we have discussed!

Why would it be better if more people went to work by bus?

Why is the motorcar regarded as a convenient means of transport?

Nowadays, roads are more generally built of t . . . r or of c e.

Good roads that are built to link large cities are known as n l roads.

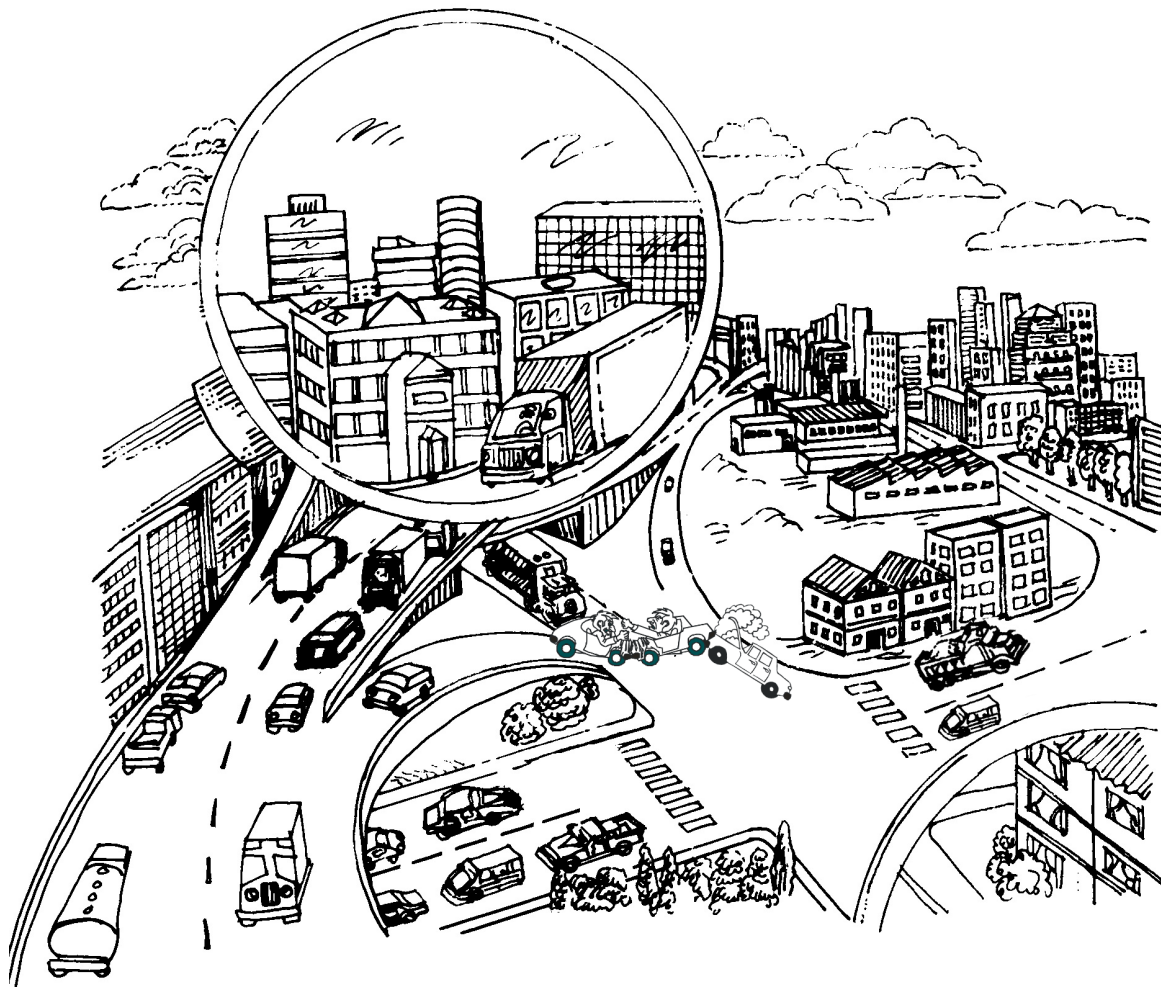


Figure 3.20

Dogsville today

3.3.5.8 b)Going on a class outing!

Ask your educator to take you to a busy road or street where you can do a traffic count. You already know that transportation has changed over time. Now you have to find out whether there are noticeable changes that occur during a single day.

**Figure 3.21**

Take turns to work in pairs for an hour at a time.

Count the number of vehicles travelling past a certain point in both directions.

Give a report on the following when you are back in the classroom:

- At what time do most people travel to work and back?
- Such traffic is known as p k-hour traffic.
- Which kinds of vehicles are used most at different times? Explain this?

TRAFFIC COUNT IN THE MAIN STREET OF DOGSVILLE (FRIDAY)					
TIME	CARS	BUSES	TRUCKS	BICYCLES	TAXIS
07:00 to 08:00					
	20	8	4	14	9
09:00 to 10:00					
	13	4	11	6	8

Figure 3.22**3.3.5.9 c)Debate!**

- Which is used more during peak hours - motorbikes or minibuses?

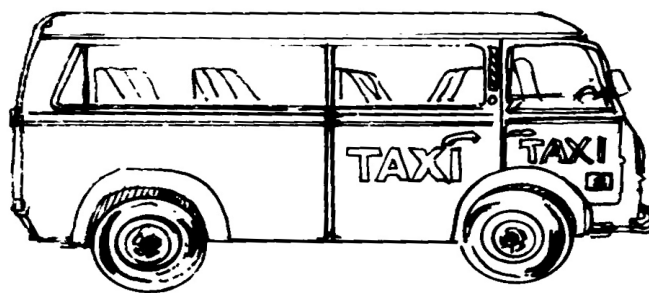


Figure 3.23

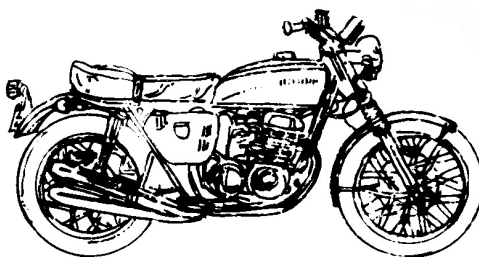


Figure 3.24

3.3.6 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRYThe learner will be able to use enquiry skills to investigate the past and present.

3.3.6.1 Assessment Standard

We know this when the learner:

- 1.2 answers questions: uses information from sources to answer questions.

LEARNING OUTCOME 2: HISTORICAL KNOWLEDGE AND UNDERSTANDINGThe learner will be able to demonstrate historical knowledge and understanding.

3.3.6.2 Assessment Standard

We know this when the learner:

- similarity and difference: identifies similarities and differences between past and present ways of doing things in a given context.

3.3.7 Memorandum

a) 1. 5

1. Own answers.
2. The tracks were smoother and more level compared to the bad roads of that time.
3. Let learners give own answers. The tram runs on steel rails – drawn by horses. (South Africa's first tram came into operation between Cape Town and Green Point in 1863. Ladies were seated inside and men on top)

Bicycles became popular in South Africa in the late 1800's – without springs, tyres, and gears.

1. In the 1600's and 1700's roads were ruts – also no bridges. People Walked, rode on horseback or travelled by ox-wagon. By 1820 the main-route was between Cape Town and Grahamstown after the arrival of the Settlers. Prisoners were often used to build roads. Read the story of Andrew Bain, South Africa's best-known pioneer road-builder.
 2. Let learners provide own answers.
 3. After 1935 the surface of many gravel roads were covered with a layer of tar or cement. It was supposed to last for approximately 20 years.
- Tar or bricks, national roads
 - Peak hour traffic

3.4 The story of the space race⁴

3.4.1 HISTORY

3.4.2 Grade 4

3.4.3 HOW TRANSPORT HAS SERVED MANKIND

3.4.4 Module 12

3.4.5 THE STORY OF THE SPACE RACE

3.4.5.1

Once people had managed to travel across continents and oceans, they started making attempts to travel through the skies and to reach the stars and the planets. In the beginning these efforts involved competition between individual people. Later the efforts became space expeditions undertaken by teams from different countries.

In this unit, we'll be doing exercises that will help you to have a better understanding of time.

The well-known French writer Jules Verne was a man with a remarkable imagination and great insight. He had written his famous book, *From the Earth to the Moon*, in 1866. Read the following extract from this amazing story.

⁴This content is available online at <<http://cnx.org/content/m25531/1.1/>>.



Figure 3.25

Jules Verne

3.4.5.2 Activity 1

3.4.5.3 To understand time [LO 2.1]

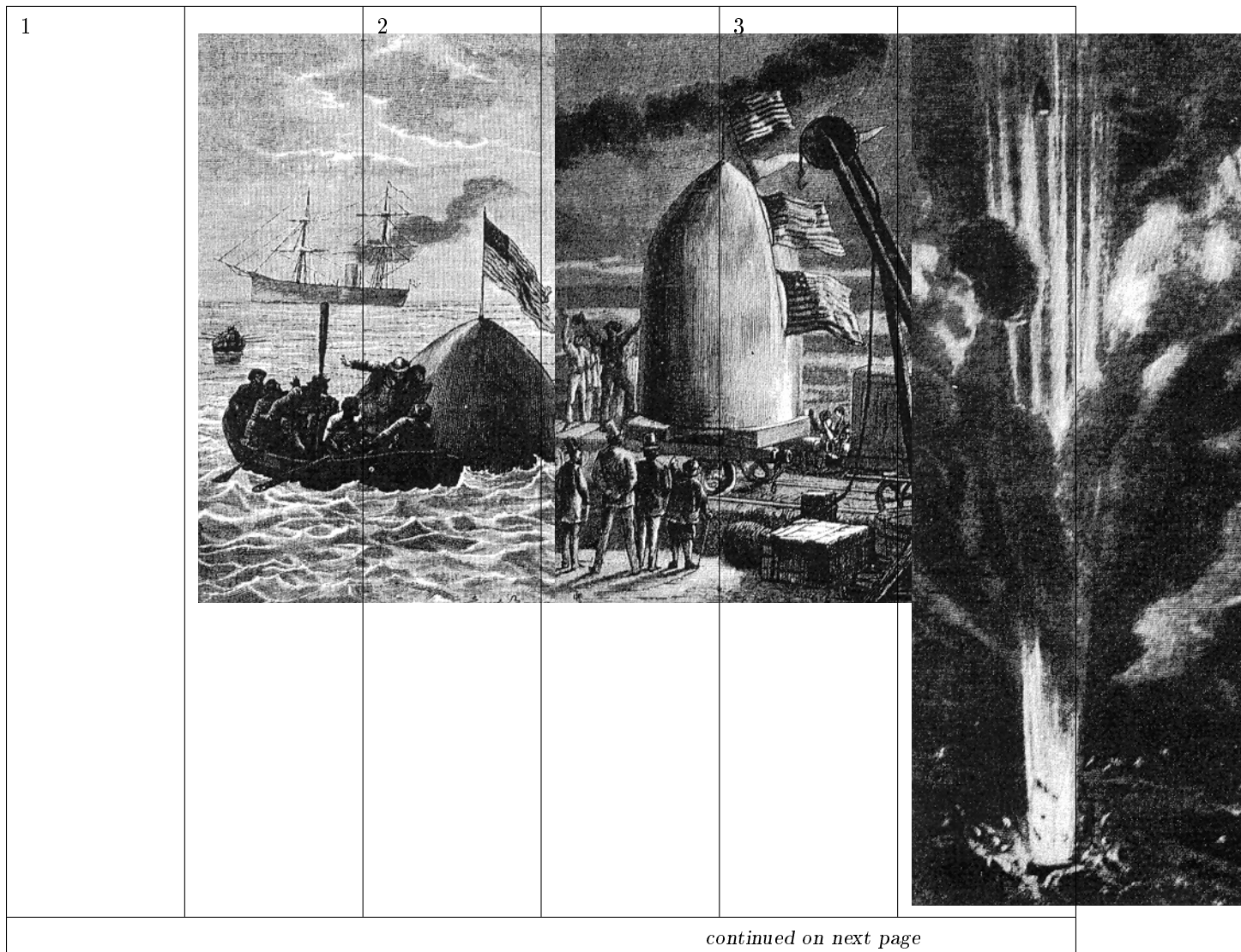
3.4.5.4 a) Read the following story and then work with a partner to match the sketches with the correct captions.

A group of artillery officers established the Cannon Club after the American Civil war. They hoped to launch a rocket that would reach the moon! Forty countries donated money for this project. The cannon that would launch the rocket weighed 68 000 tons. The projectile, which was named *Columbiad*, was as big as a railway carriage. A hole was dug in the ground to mount the cannon. (*The launching was to take place near the town of Tampa, not far from the present Cape Kennedy.*)

The three space travellers wore spacesuits consisting of top hats, trousers and jackets. Two dogs, Diana and Satellite, were to accompany them, because they expected to be breathing ordinary air. Gas was only used for lighting and heating. Meals consisted of roast potatoes and various tasty dishes.

When the massive cannon blasted the rocket into space, the space travellers lost consciousness for a while. The spectators who watched the launching lost their hearing and were deaf for a few days following the event, because of the level of the noise. The *Colombiad* orbited the moon several times. Because of the extreme cold on the dark side of the moon, ice formed inside the craft. The spacemen drew accurate maps of the moon and reported that there were no visible signs of life on the moon.

The *Colombiad* plunged into the Pacific Ocean at the end of its voyage and the crew was picked up out of the sea by an American warship. All the trains of the American railway system were taken out of service for four days so that the famous space travellers could travel through the country on a special train. They were received as heroes wherever they went.




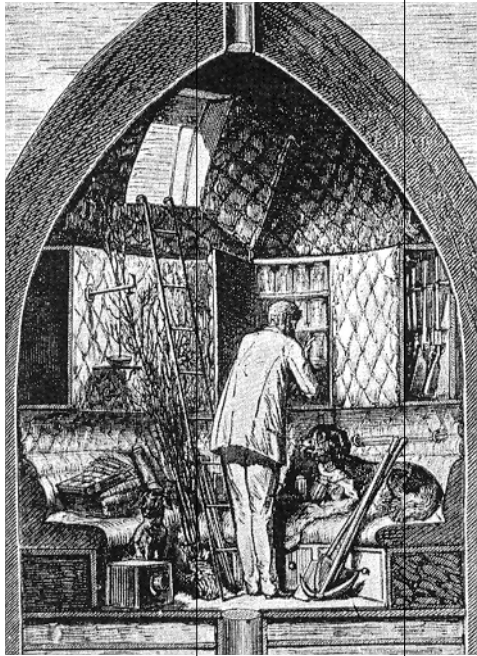
4		5			

Table 3.2

a) The big day flags are fluttering everything is ready for the launch.		
b) The space travellers go on board.		
c) Inside the rocket.		
d) The enormous cannon launches the <i>Colombiad</i> .		
e) Return to earth.		

Table 3.3

- Do you think the clothes that the spacemen wore would have been warm enough for their voyage?
- Conduct a class quiz. Each team must work out questions about this amazing imagined flight.

3.4.5.5 b) Study the following time line and sketches concerning the story of the space race. Then do the activities that are suggested.

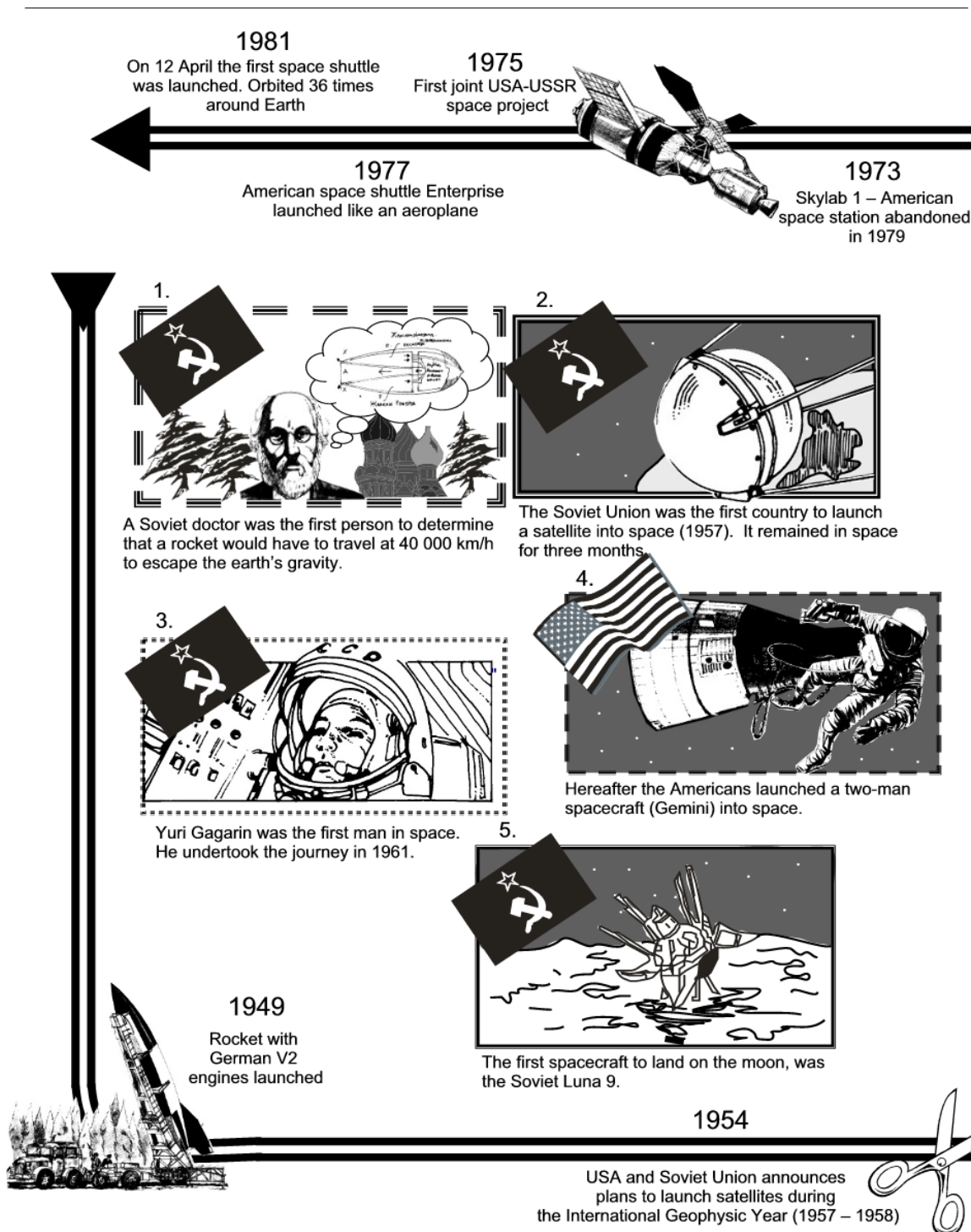


Figure 3.26

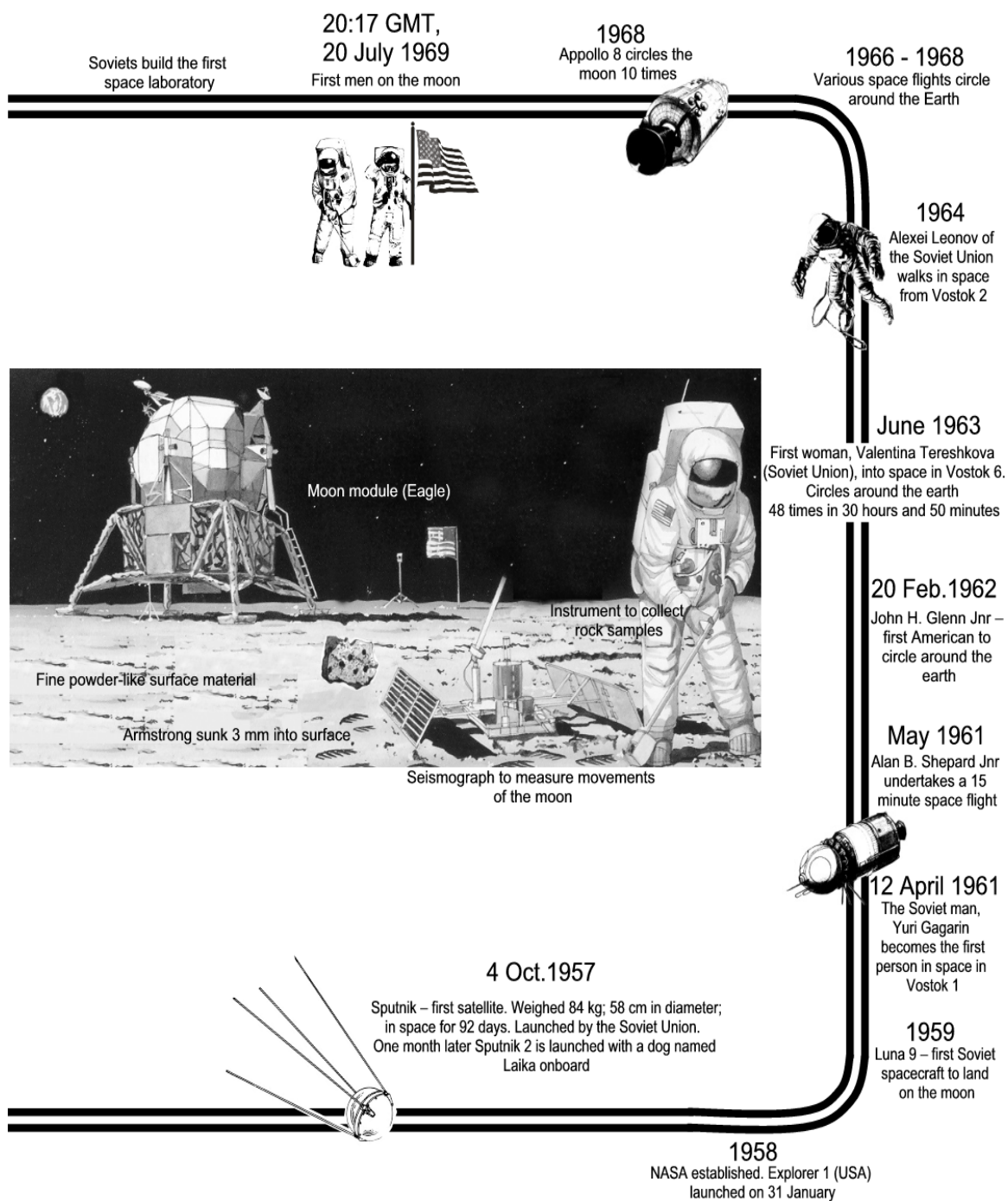


Figure 3.27

3.4.5.6 Activity 2**3.4.5.7 To understand time [LO 2.1]**

3.4.5.8 a) Arrange the sketches that are supplied in the correct sequence. You could summarise this illustration with the help of the information from the previous time line.

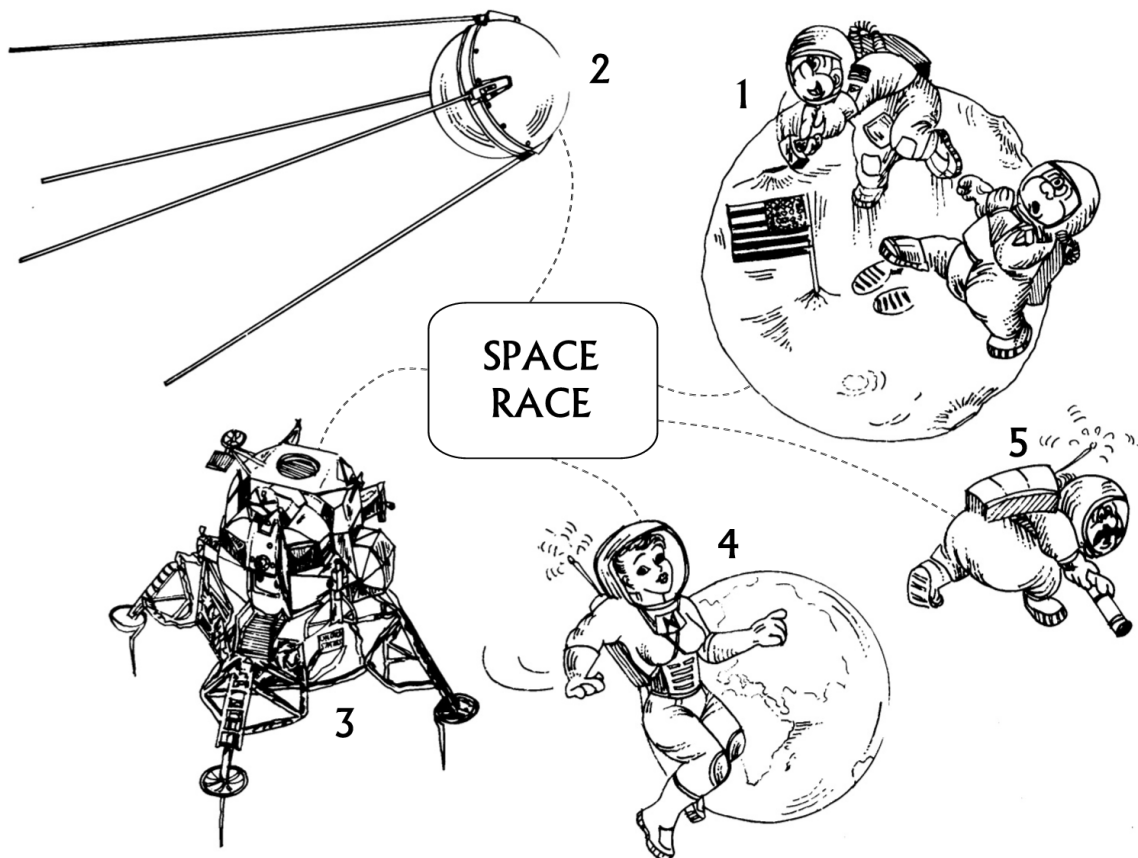


Figure 3.28

3.4.5.9 b) Work in your groups to arrange the following sketches in the correct chronological sequence with the help of the clues given below.

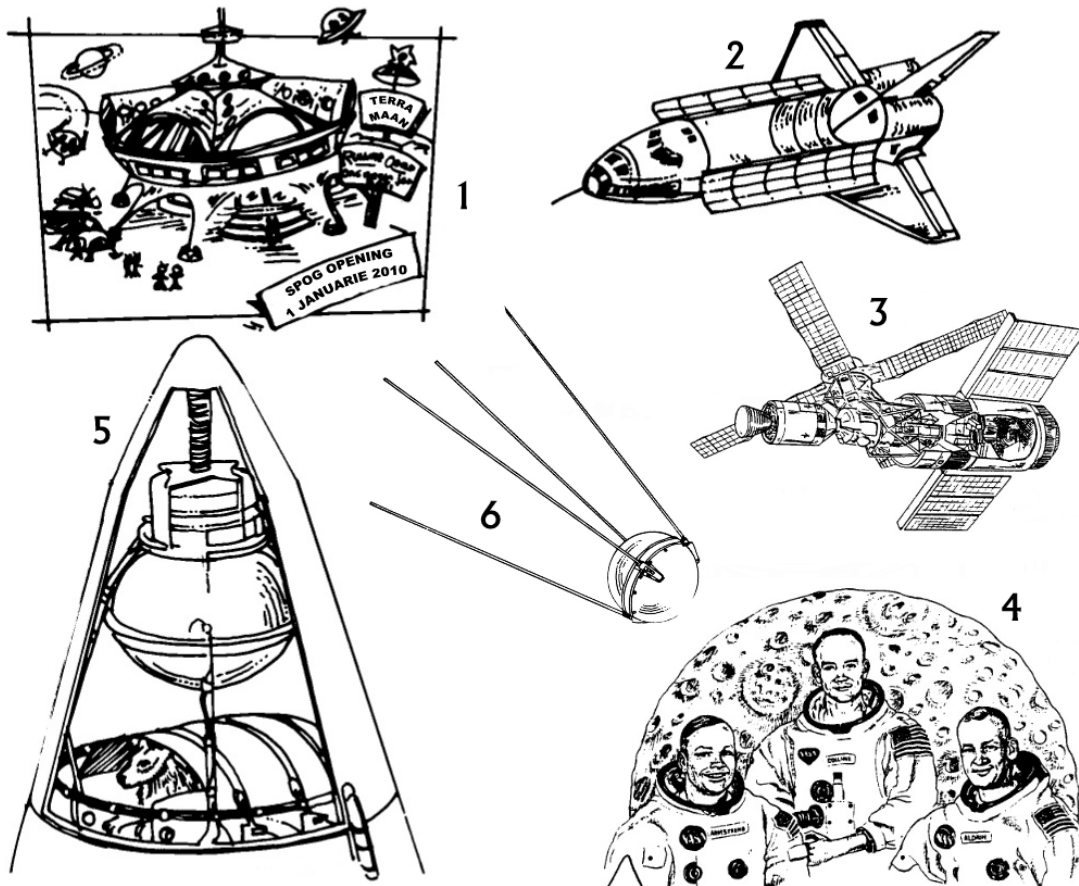


Figure 3.29

1. Laika – the first space traveller. She was sent into space by the Soviets on 3 November 1957.		
2. Skylab 1.		
3. First American space travellers on the moon.		
4. The first Soviet satellite, Sputnik 1.		
5. Columbia space shuttle.		
6. Terra Moon Hotel - grand opening on 1 January 2010.		

Table 3.4

- What has become of Laika?

3.4.6 Assessment

LEARNING OUTCOME 2: HISTORICAL KNOWLEDGE AND UNDERSTANDING The learner will be able to demonstrate historical knowledge and understanding.

3.4.6.1 Assessment Standard

We know this when the learner

2.1 understands chronology and time:

- is able to use general concepts in stories about the past (old, new, before, after);
- understands words such as *history* and *archaeology*;
- is able to arrange objects, artefacts and pictures in a particular order;
- is able to demonstrate how, over time, certain aspects changed/remained the same;
- begins to use words like past, myth, truth.

3.4.7 Memorandum

- a) a) 2 d) 3
 b) 4 e) 1
 c) 5
 a)

1. First people on the moon, 1969		5
2. Sputnik 1 – first satellite, 1957, (Oct)		1
3. Moon capsule, Eagle lands, 1969		4
4. First woman in space, 1963		3
5. Sputnik 2 with dog, 1957 (Nov)		2

Table 3.5

b) 5, 3, 4, 6, 2, 1

Chapter 4

Term 4

4.1 Main religions of the world¹

4.1.1 HISTORY

4.1.2 Grade 4

4.1.3 THE ORIGINS OF THE MAIN RELIGIONS OF THE WORLD

4.1.4 Module 13

4.1.5 MAIN RELIGIONS OF THE WORLD

4.1.6 World religions with the greatest number of adherents

- People have always had a belief in the existence of powers greater than or beyond their own understanding and insight. This led to the development of religions.
- Religion helps to explain the mysteries of life and death. Believers may believe in a single god or in a greater number of gods or deities.

4.1.6.1 Study the tables setting out information on the religions that have the greatest number of adherents (followers).

4.1.6.2 Source 1

The Main Religions According To Continents Figures are given in percentages (S.A. = South America. N.A. = North America)							
Religion	Africa	Asia	Europe	S.A.	N.A.	Oceania	Eurasia
Christianity	17,9	15,6	22,55	23,75	13,0	1,2	6,0
<i>continued on next page</i>							

¹This content is available online at <<http://cnx.org/content/m25533/1.1/>>.

Islam	28,66	65,56	1,3	0,14	0,29	0,01	4,04
Hinduism	0,2	99,37	0,1	0,1	0,17	0,059	0,001
Buddhism	0,01	99,42	0,08	0,17	0,18	0,01	0,13
Judaism	1,89	31,35	8,24	6,13	39,29	0,55	12,55

Table 4.1

4.1.6.3 Source 2

Six Main Religions	
Religion	Number of Adherents
Christianity	1 833 million
Islam	971 million
Hinduism	733 million
Buddhism	315 million
Judaism	13-14,3 million

Table 4.2

4.1.6.4 World Percentages

4.1.6.5 Below the bar graph shows the distribution of the main kinds of religion by percentages. The figure for “Other” includes those who do not follow any religion.

Source 3



Figure 4.1

Judaism 0,3%



Figure 4.2

Buddhism 5,7%



Figure 4.3

Hinduism 13,4%



Figure 4.4



Figure 4.5

Islam 17,7%
Other 29,6%



Figure 4.6

Christianity 33,4%

4.1.6.6 Source 4

History of Religions

Judaism	Islam	Hinduism	Buddhism	Christianity
2000 B.C. Abraham, the prophet of Judaism, Christianity and Islam, was born in Ur, the present-day Iraq.	2000 B.C. According to the Qur'an, Abraham and his son Ishmael built the Kaaba sanctuary in Mecca in present-day Saudi Arabia.	1750 B.C. Origin of Hinduism under the influence of Aryan immigrants who worshipped many gods.	563 - 483 B.C. Siddhartha Gautama, later known as Buddha, founder of Buddhism, lived in Northeast India.	4 B.C. Jesus Christ, the saviour of the Christian religion was born in Bethlehem, in present-day Israel.

Table 4.3

Judaism	Islam	Hinduism	Buddhism	Christianity
1200 B.C. The Hebrews settled in Canaan, which roughly corresponded to the present-day Israel.	570 - 632 A.D. Mohammed, the last and most important Islamic prophet, was born in Mecca.	1700 B.C. Hindu beliefs revealed to the holy men and orally transmitted.	100 B.C. The <i>Tripitaka</i> (three baskets), the holy scriptures of Theravada Buddhism, was written.	30 A.D. Jesus crucified. According to the New Testament, he was resurrected after three days and ascended to heaven after 40 days.
931 B.C. The kingdom of the Hebrews was split into Israel and Judah. By 900 B.C. the <i>Torah</i> , the first five books of the Bible, had been written.	610-632 A.D. The angel Gabriel revealed the Qur'an, the Islamic holy scriptures, to Mohammed. It contains 114 chapters.	1400 B.C. The Rig-Veda, the earliest and most important book of the Vedas, which contain the Hindu precepts, was written.	20 - 200 A.D. The <i>Sutras</i> (a collection of sayings), the earliest holy books of Mahayana Buddhism, were written.	40-100 A.D. The New Testament of the Christian Bible as written. Christianity spread through the entire Roman Empire.
587 B.C. The Babylonians over-powered Jerusalem, in present-day Israel, and the Israelites were taken into exile. They started to return in varying groups after 539 B.C.	622 A.D. Mohammed went to Medina in present-day Saudi Arabia. It was to be the introductory year of the Islamic calendar.	800 A.D. The <i>Upanishads</i> , the concluding books of the <i>Vedas</i> , were written. They established the idea of Brahman, soul of the universe.		1506 A.D. St. Peter's basilica, the largest Christian church of all times built in Rome.
continued on next page				

70 A.D. The Romans destroyed Herod's Temple in Jerusalem. The western wall is all that remains of it now. The Jews were scattered through all the countries of the world.				
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Table 4.4

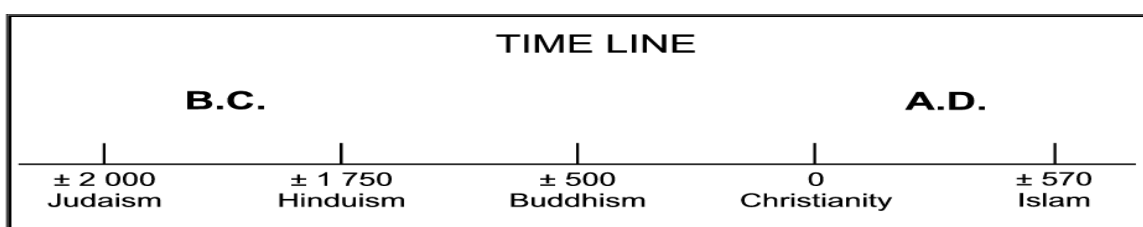
4.1.6.7 Activity 1**4.1.6.8 Understanding the chronology of the origins of religions [LO 1.3]****4.1.6.9 a) Develop your own, learner-friendly time line for the origins of religions.**

Figure 4.7

4.1.7 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRY The learner will be able to use enquiry skills to investigate the past and present.

4.1.7.1 Assessment Standard

We know this when the learner:

1.3 communicates information from sources (reporting):

- able to repeat stories verbally;
- able to use a picture to tell a story.

4.2 Comparing the world's main religions²

4.2.1 HISTORY

4.2.2 Grade 4

4.2.3 THE ORIGINS OF THE MAIN RELIGIONS OF THE WORLD

4.2.4 COMPARING THE WORLD'S MAIN RELIGIONS

4.2.5 Module 14

The different world religions are compared in the following tables. Conduct a class discussion on this.

4.2.5.1 Activity 1

4.2.5.2 To find and use sources for reporting on the different religions of the world [LO 1.3]

4.2.5.3 a) Supply the religions to match the key, and use colour to indicate the different religions:

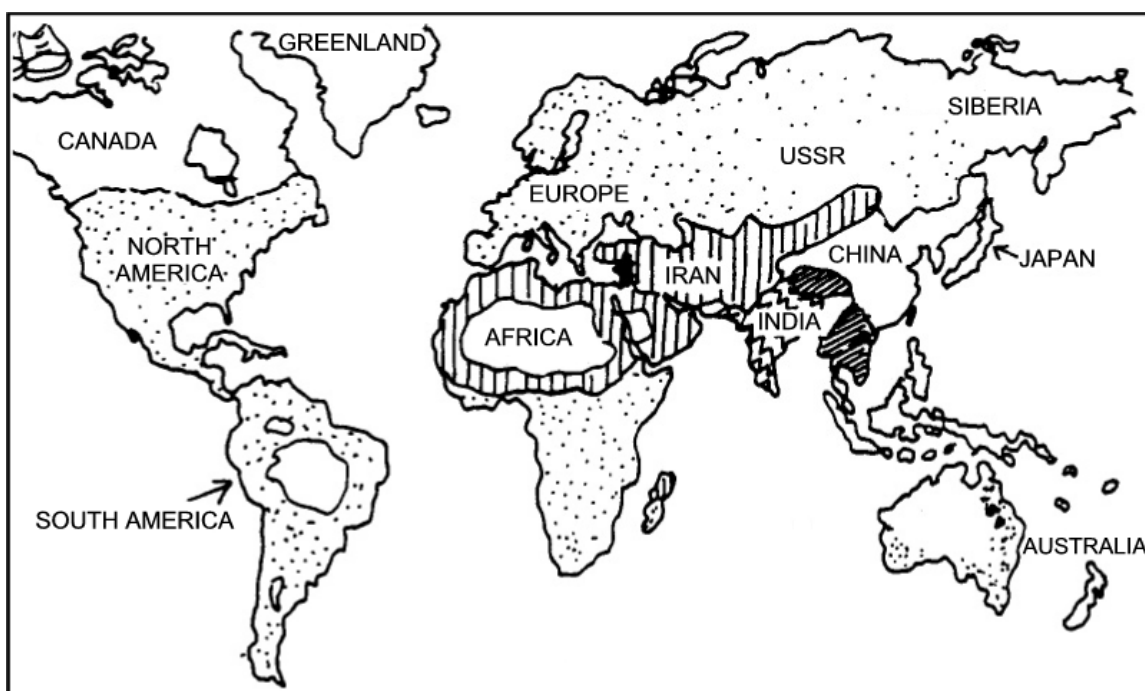


Figure 4.8

²This content is available online at <<http://cnx.org/content/m25535/1.1/>>.



KEY	
	
	
	
	
	

Table 4.5

4.2.5.4 b) First study the table on each religion as a group after which a group discussion on the different religions is conducted.

4.2.5.5 Judaism

- What differences and similarities exist between Christians and Jews?
- How would you recognise a synagogue?
- What are kosher products?

4.2.5.6 Islam

- What happens during Ramadan?
- Why did Islam spread as rapidly and widely as it did?
- Do Muslim people believe in Abraham, Moses and Jesus as prophets?

4.2.5.7 Hinduism

- Why is vegetarianism common among Hindus?
- What are incarnation and meditation?
- What is the role of the gods in this religion?

4.2.5.8 Buddhism

- What do you know about monasteries and monks?

4.2.5.9 Christianity

- Why was the Christian religion particularly acceptable to the poor at the beginning?
- Why did Christianity spread so rapidly?

4.2.6 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRY The learner will be able to use enquiry skills to investigate the past and present.

4.2.6.1 Assessment Standard

We know this when the learner:

1.3 communicates information from sources (reporting):

- able to repeat stories verbally;
- able to use a picture to tell a story.

4.2.7 Memorandum

(a) Buddhism; Christianity; Islam; Hinduism; Judaism



Figure 4.9

(b) Judaism

The Jews had two Holy Scriptures: the Tenakh (Old Testament) and the Thalmud (commentary on the Old Testament). Jews and Christians therefore share two thirds of the Bible.

- The Jews firmly believe in God, the creator and maintainer of all things. God is almighty and holy (Deut. 6:4).

Jews do **not** believe that Jesus of Nazareth is the Messiah. He still has to come.

- It is a Jewish building. It is square or rectangular. The Ark is found on the one side (rolls that contain the laws) facing towards Jerusalem.
- Kosher means **pure**.

4.2.7.1 Islam

- During the month of **Ramadan**, the month in which the Qur'an was revealed, it is expected of everybody (except the ill, the aged and small children) to fast from sunrise to sunset. During the night food and drink may be used. It teaches the Moslem people self-discipline, dependence and sensitivity towards the less privileged everywhere on Earth.
- Strong leadership (Mohammed); appealing religion, because the responsibilities of believers are clearly stated.
- The Moslem people believe that they pursue the same religion as Abraham, Jacob and Ishmael. The Islam recognizes the prophets of the Bible, and has a high esteem of Jesus as exceptional prophet and messenger. After God (Allah) revealed himself through the prophets (also Jesus) to the people, He revealed himself the clearest through Mohammed.

4.2.7.2 Hinduism

- Various animal gods are worshipped, e.g. Hanumam (monkey of learning), Ganesha (with the head of an elephant and a trunk – the lord of the army), cow (honoured as a human being – the most exalted in creation).
- **Reincarnation:** all living creatures return every time in a new form (eg. egg, worm, larvae, butterfly).

4.2.7.3 Meditation

- Literally millions of deities exist. Almost every plant, animal, river, or natural phenomena is honoured as a god. However, there are certain supreme beings such as Brahman (omnipresent and mighty ruler), Trimurti (consists of Brahma, Wisjnoe and Sjiwa).

4.2.7.4 Buddhism

- Buddhism – monks live a simple life and sacrifice most of their belongings. They pray, teach and meditate and beg for their food.

4.2.7.5 Christianity

- The father of Jesus was a carpenter and his followers were ordinary people: craftsmen, traders, fishermen and tax collectors. The gospel of Jesus (preaching love, hope and salvation) attracted the poor and suppressed. He used stories about farming and daily events as parables to teach people spiritual truths.
- There was a period of peace in the Roman Empire (Pax Romana). King Constantine legalized religious freedom in the Roman Empire.
- Greek as general vernacular was spoken because everybody understood it.
- The translation of the Old Testament into Greek.
- An excellent network of roads between the important cities – it encouraged people to travel.
- There was a message of hope and liberation for everybody.
- Devoted disciples and apostles (e.g. Paul) were prepared to die as martyrs for their religion.

4.3 More about Judaism, Islam and Hinduism³

4.3.1 HISTORY

4.3.2 Grade 4

4.3.3 THE ORIGINS OF THE MAIN RELIGIONS OF THE WORLD

4.3.4 Module 15

4.3.5 MORE ABOUT JUDAISM, ISLAM AND HINDUISM

4.3.6 Judaism



Figure 4.10

Origin:	Judaism originated in Canaan, the Promised Land (now largely corresponding to the present Israel), in approximately 2000 B.C. It is practised right across the world.
What do they believe?	Followers of Judaism are known as Jews. They believe in one God, who revealed the Law to his people. Their symbol is the Star of David.
Name of Founder:	ABRAHAM Abraham, the Hebrew patriarch, was born round about 2000 B.C. In Ur in the country now known as Iraq. He settled in Canaan after God had commanded him to do so.
<i>continued on next page</i>	

³This content is available online at <<http://cnx.org/content/m25538/1.1/>>.

Truths:	<p>RULES AND RITUALS The following are some of the traditions upheld in the Jewish way of life:</p> <ul style="list-style-type: none"> • Baby boys are circumcised eight days after birth. • The Sabbath (Saturday) is the holy day of rest. • Eating pork and shellfish is forbidden. • A Jewish boy celebrates his <i>Bar Mitzvah</i> (as a fully responsible member of the Jewish community) when he is thirteen years old.
Key Points:	<ul style="list-style-type: none"> • God created the world and controls history. • The Jews descended from the Hebrews. • The Jews are God's chosen people, "a light for the nations."
Holy Scriptures:	<p>TENAKH The Jewish Holy Scripture is known as the <i>Tenakh</i>. It tells the history of the Jewish people. The most important part of it is the <i>Torah</i>, the five books of Moses. They contain the laws, among which are the Ten Commandments that God had revealed to Moses.</p>

Table 4.6



Figure 4.11

4.3.7 Sacred Practices


Holy Days:	Name	Event
	Hanukkah	Festival to celebrate the rededication of the temple
	The Passover (Pesach)	Festival to celebrate the deliverance from slavery in Egypt
	Yom Kippur	The day of atonement
Holy Words:	Diaspora: The dispersion of the Jews Exodus: The Israelites' departure from Egypt Kaddish: An ancient Jewish prayer used in the synagogue The uncircumcised: Non-Jews Rabbi: Teacher and leader of a congregation Synagogue: Place of worship Tefillah: Square prayer cases containing passages from the Torah and tied to the arm and forehead	
Holy Places:	 <p>WESTERN WALL This wall in Jerusalem is also known as the Wailing Wall. It is the only remaining wall of Herod's Temple, which was destroyed in 70 A.D. Jews nowadays visit it for prayer and to insert written prayers and requests into the crevices between the large blocks of stone with which it was constructed.</p>	

Table 4.7

4.3.8 Islam



Figure 4.12

Origin:	ISLAM originated in Mecca (<i>Makkah</i>) in what is now known as Saudi-Arabia, in approximately 600 A.D. It is practised the world over and has hundreds of thousands of followers in South Africa.
What do they believe?	ISLAMIC FAITH is based on the belief in one God, Allah. Followers of Islam are called Muslims. Their symbol is a star and the crescent moon.
Name of Founder:	MOHAMMED Mohammed was the last and greatest of the 26 Islamic prophets. He was born in Mecca in 570 A.D. The <i>shahadah</i> (the daily declaration of faith) declares that Mohammed is Allah's messenger.
Truths:	<p>PILLARS OF ISLAM Muslims have to keep the following rules:</p> <ul style="list-style-type: none"> • Shahadah: Allah is the only God and Mohammed is his messenger. • Salah: Pray five times daily. • Zakah: Give to charity. • Sawm: Keep the fast of Ramadan. • Hadj: Undertake the pilgrimage to Mecca at least once in a lifetime.
<i>continued on next page</i>	

Key Points:	<ul style="list-style-type: none"> • Muslims promise to be obedient to the will of Allah. • Islam is the faith that Allah has chosen for the human race. • Mohammed is Allah's most important messenger. • The word <i>Islam</i> is derived from the Arabic word <i>Salaam</i> and means "peace".
-------------	---

Table 4.8

Holy Scriptures:	<p><i>QUR'AN</i>. In this holy book of Islam, Allah revealed to Mohammed how humankind had to live on earth. Muslims handle this book with great respect. They keep it in a clean place and wash themselves before handling it.</p>	
Sacred Practices:	<p>PRAYER. Muslims frequently pray together in groups. They kneel down on clean surfaces or on a cloth, which may be a woven carpet, mat of straw or even a handkerchief.</p>	
Holy Days:	Name	Event
	Mawlid al-Nabi	The day of Mohammed's birth
	Layl'at al-Qadr	Qur'an revealed to Mohammed
	Id al-Fitr	Celebration of the end of Ramadan
	Id al-Adha	End of the pilgrimage to Mecca
continued on next page		

Holy Words:	Hadith: Tales about Mohammed Hadji: Someone who has undertaken the pilgrimage (Hajj) Hafiz: Title for a Muslim who has memorised the Qur'an Jihad: The striving to spread the Islamic way of life Masjid: Place of worship in an Arab country Mullah: A learned man Shari'ah: Islamic laws
Holy Places:	MECCA (MAKKAH) This city in Saudi-Arabia is the holiest place in the Muslim world. There is a block-like sanctuary in the city, the Kaaba, which is reputed to have been built by Abraham and Ishmael, almost 4 000 years ago. Muslims travel to Mecca to gather around the Kaaba each year, particularly during the month for pilgrimage.

Table 4.9

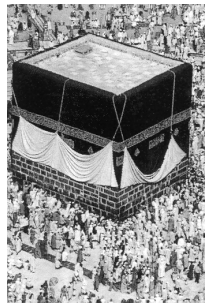


Figure 4.13

4.4 More about Buddhism and Christianity⁴

4.4.1 HISTORY

4.4.2 Grade 4

4.4.3 THE ORIGIN OF THE MAIN RELIGIONS OF THE WORLD

4.4.4 Module 16

4.4.5 MORE ABOUT BUDDHISM AND CHRISTIANITY

4.4.6 Buddhism

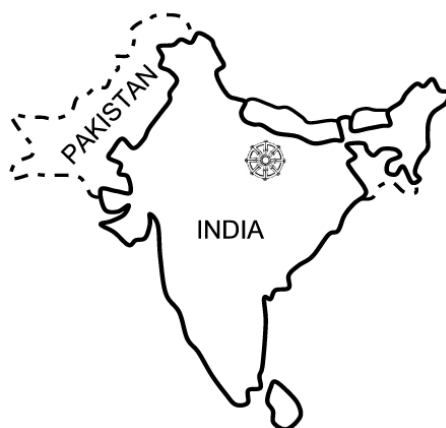


Figure 4.14

Origin:	Buddhism developed in Northern India, round about 500 A.D. It has now spread through the greater part of Southeast Asia.
What do they believe?	BUDDHIST faith is founded on the teachings of the Buddha. Their symbol is a wheel with eight spokes.
Name of Founder:	BUDDHASiddhartha Gautama was born in India in 563 A.D. He was a prince who lived the life of a prince until he left home at the age of 29 to begin a life of meditation and teaching. He was known as the Buddha or "the enlightened one".
<i>continued on next page</i>	

⁴This content is available online at <<http://cnx.org/content/m25539/1.1/>>.

Truths:	<p>The sacred principles are contained in the sacred writings of the <i>Dhammapada</i>.</p> <ul style="list-style-type: none"> • Dukkha: All life is suffering. • Samoedaja: Desire causes suffering. • Nirodha: The extinction of/ being free of desire means the end of suffering. • Magga: Freedom is attained by means of the eight-fold path of Buddhism.
Key Points:	<ul style="list-style-type: none"> • Spiritual fulfilment comes from right action and right thinking. • Life is a succession of birth, life and death
Holy Scriptures:	<p>The <i>Dhammapada</i> is the best known part of the <i>Pali</i> canon, the collected teachings of Buddha. It contains the Four Truths and the Eight-fold Path: the right ideas, intentions, utterances, actions, ways of life, effort, consciousness and concentration.</p>

Table 4.10



Figure 4.15

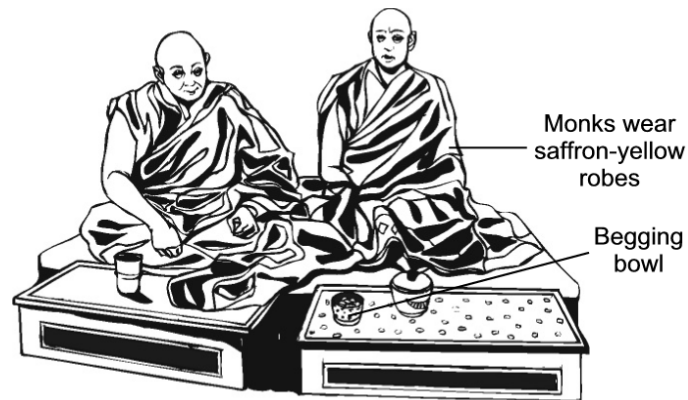


Figure 4.16

Sacred Practices:	MONKS Buddhist monks live simply and relinquish most of their possessions. They spend their time in prayer, teaching and meditation and beg for food.	
Holy Days:	Name	Event
	Sakjamuni (or Wesak)	Birth of Buddha
	Buddha day	Buddha’s enlightenment
	Panniswana	His ascension from the earth
	Paggoena	Source of the life cycle
Holy Words:	Anatta: There is no personal self Anicca: The self is impermanent Arahat: Worthy - a word used to describe Buddha Bhikku: Monk Jataka: Descriptions of Buddha’s lives Nibbana: The state of peace Sangha: Order of monks Vihaiia: Monastery	
continued on next page		

Holy Places:	THE GOLDEN PAGODA The Golden Pagoda in Rangoon, Burma, is one of the oldest Buddhist temples. It is covered in gold and the top of it is decorated with more than 4 000 diamonds.
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Table 4.11

4.4.7 Christianity



Figure 4.17

Origin:	Christianity originated in Palestine (which is now known as Israel) in approximately 30 A.D., when Jesus commenced his preaching.
What do they believe?	Christians believe that Jesus Christ is the son of God who came to the earth to save people from their sins. Their symbol is the cross.
Name of Founder:	JESUS CHRIST Jesus was born in Bethlehem, in Israel, in 4 B.C. At the age of 30 he began to preach and to heal the sick. Some years later he was tried by a Roman court of law and executed because his teachings clashed with Jewish law.
<i>continued on next page</i>	

Truths:	<p>TEN COMMANDMENTS Christians adhere in particular to ten rules (commandments) established in the Old Testament:</p> <ul style="list-style-type: none"> • Worship one God only. • Do not create images for worship. • Honour God's name. • Keep the Sabbath as a holy day. • Honour your parents. • Do not commit murder. • Do not commit adultery. • Do not steal. • Do not lie. • Do not envy. 	
Key Points:	<ul style="list-style-type: none"> • Jesus arose from the dead. • The Holy Trinity is God the Father, Son and Holy Spirit. • Jesus preached that people should love God, and their neighbour as they loved themselves. 	
Holy Scriptures:	<p>BIBLE This holy book consists of two parts, the Old and the New Testament. The Old Testament contains the holy scriptures of the Jews. The New Testament deals with the life of Jesus and the growth and teachings of the early Church.</p>	
Sacred Practices:	<p>BAPTISM This sacrament (holy action) by which people are submerged in water, is referred to as baptism. Christians right across the world are baptised in one way or another when they accept the Christian faith.</p>	
Holy Days:	Name	Event
	Christmas	Celebration of the birth of Jesus Christ
	Good Friday	The day commemorating Jesus' crucifixion
	Easter	The day to celebrate Jesus' resurrection
	Pentecost	The coming of the Holy Spirit
<i>continued on next page</i>		

Holy Words:	Gospel: One of four books in the New Testament that describe the life of Jesus Holy Communion: Service in which bread and wine are taken to commemorate Christ’s Last Supper Protestants: Christian churches and groups that separated from the Roman Catholic Church during the 16th century Roman Catholics: Members of the Roman Catholic Church over which the pope resides
Holy Places:	ST PETER’S BASILICAThe building of this Roman Catholic church in the Vatican in Rome took more than 100 years to complete. Ten architects were involved. One of them was Michelangelo Buonarotti, who designed the dome.

Table 4.12



Figure 4.18

4.5 The origin of religion in my town/environment⁵

4.5.1 HISTORY

4.5.2 Grade 4

4.5.3 THE ORIGINS OF THE MAIN RELIGIONS OF THE WORLD


4.5.4 Module 17

4.5.5 THE ORIGIN OF RELIGION IN MY TOWN / ENVIRONMENT


4.5.5.1 Activity 1

4.5.5.2 To become aware of the different views that are held concerning religions that are practised in your environment [LO 3.1]

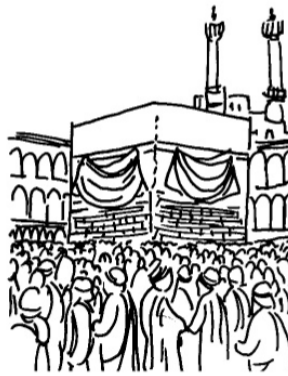
4.5.5.3 a) Can you identify the following aspects of different religions?




2. -



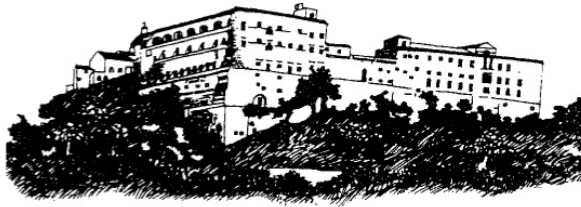
1.



3.



4.



5.

Figure 4.19

⁵This content is available online at <<http://cnx.org/content/m25540/1.1/>>.

4.5.11 Assessment Standard

We know this when the learner:

- is aware of more than one view of the past:
- can understand that two people have different views of the same situation;
- understands that contemporary sources can differ from what will be written at a later stage;
- understands and makes deductions from documentary as well as actual source material;
- is able to write, draw and present a narrative about the historical stories that they have heard.

4.5.12 Memorandum

(a) 1. Jesus

1. Holy cow
2. Mecca
3. Mosque

5. Sinagogue

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